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ABSTRACT

This document discusses in detail the development and operation of a language program implemented in the Philippines, beginning in 1957, with the assistance of the University of California, Los Angeles, through the Rockefeller Foundation. The program faced a number of difficulties including a school system in the process of post-war rebuilding, a complex background of languages with different historical functions, the confusion of an emerging national language seeking its role, and the obvious need for improvement in language teaching. The program was concerned with teacher training in the Philippines, training for second-language specialists both in the Philippines and the United States, production of instructional materials, and research and experimentation. Extensive details of the program proposal and implementation are presented. (VM)

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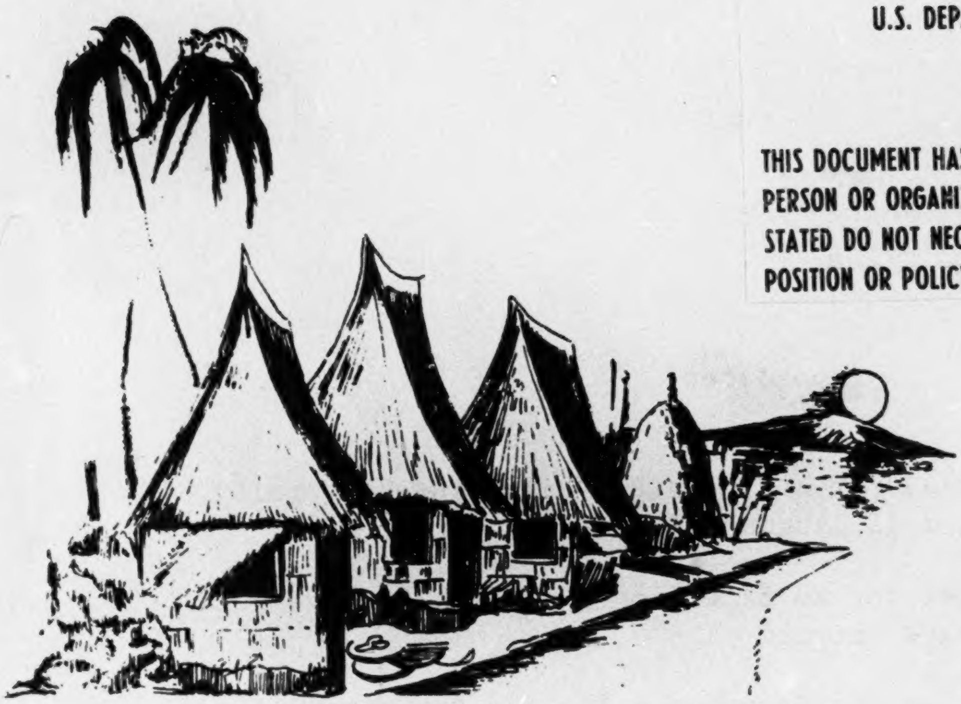

THE UCLA-PHILIPPINE LANGUAGE PROGRAM

1957-1966

by

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The UCLA Philippine Program

World War II was very hard on Philippine education. During more than three years of Japanese occupation, schools were destroyed, books were burned, and the teaching force was scattered, many killed. More than any other aspect of Philippine life, public education represented American influence in the Islands, something the Japanese occupation force wanted to remove as completely as possible.

The Philippine public school system as it exists today dates back to early in the century. It was developed with American assistance and cooperation into one of the finest systems in Asia. The system had well served the traditional Filipino love of learning and respect for education. Indeed one of the quarrels that led to Philippine dissatisfaction with the Spanish colonial administration was precisely the Spaniards' failure to satisfy the popular desire for access to a modern education in a modern language.

The Americans fed this desire by establishing schools with off-duty soldiers as the first instructors. Later the Thomasites, teachers recruited in the United States and brought to the Philippines in the troopship S. S. Thomas, proved to be the Americans who made the most lasting contribution of the American administration of the Islands. The Thomasites were respected and loved, and they did much to establish the ideals and traditions of free, democratic, and popular education.

The Japanese probably disapproved of and discouraged public instruction, not because they were against education, but because they opposed American influence. Their concept of a greater East Asia Co-Prosperity Sphere was intended to replace American with Japanese influence, and the schools with all the American ideas they taught and represented, especially since they gave instruction in English, could not be allowed to continue unmodified. Their first acts included closing the schools.

Not many schools were reopened during the period of the occupation. And among the numerous other hardships that Filipinos endured, being deprived of educational opportunities ranked high in importance.

After liberation in 1945, when the country had begun to reestablish civil order and open channels of public administration, a great effort was made to rebuild the shambles of the public school system. The country was desperately lacking in resources. Everything was in short supply: buildings, books, paper, teachers. Everything except students.

The pent-up desire for education had not had a proper outlet for nearly four years. When the school system began to operate, the demands placed on it were overwhelming. With so many tens of thousands of students and so few facilities, a decline in standards of instruction was unavoidable.

2A

Substandard school housing, a lack of textbooks and teaching materials, and of poorly trained teachers were not ideal ingredients to rebuild an educational system. In an effort to meet the demand many private schools were opened, almost all on a commercial basis, to show a profit. It was very difficult to properly supervise these schools. The administrative structure of the Department of Education could not assume the added responsibility of overseeing the many new schools, and little supervision was given beyond licensing and establishing rather low minimal standards. To this day private education on a commercial basis continues to be a profitable business enterprise in the Philippines.

The decline of standards in education was nowhere more obvious than in the language of instruction: English. English has always been a second language in the Philippines, one that students had to learn in order to pursue their educational careers. The calculated suppression of English during the Japanese occupation did nothing to enhance the postwar recovery of the school system, which continued to rely on English as the language of instruction. But the quality of English spoken by school children was so poor that it had a damaging effect on the effort to restore the schools to their prewar levels.

The linguistic problems of the Philippines are not limited to those inherent in using a second language as the medium of instruction. English was accepted as the language of the schools largely because there were no promising alternatives. This was true for two reasons: (1) there was no single native language common to all parts of the country, and (2) none of the indigenous languages had the educational tools necessary for the successful operation of a modern system of instruction.

There are many native languages in the Philippines. Just how many is hard to determine; it depends on how one classifies and counts. There are at least 70 languages and reasoned estimates run as high as 150. Many of these are spoken by relatively small groups of people, some of whom have not been effectively incorporated into the national life. But the major languages number eight, representing some ninety percent of the total population of the Islands.

These languages have a written tradition, and in both written and spoken form they carry an important though limited regional and national literature. It must be pointed out, however, that to this day they lack the resources that would make them strong contenders as independent media of instruction through a national school system. Dictionaries are inadequate, encyclopedias and other reference works nonexistent. There is relatively little technical or scientific publication, which means that a tremendous amount of the knowledge and skills that are expected of a modern-day education would be unavailable. This could conceivably be remedied through a massive crash program of translation, but an education derived wholly through translation is likely to resemble the reverse side of Cervantes' tapestry. And the problem of which vernaculars should be utilized remains. It seems likely that for a long time into the future English will continue to be an important language in Philippine education.

Two other factors should be mentioned that have had an effect on language and education in the Philippines. One dates from the framing of the Philippine constitution in 1935, which provided for the adoption and development of one of the major languages of the country as the national language. In 1937 Tagalog was proclaimed the basis of the new National Language, which later was officially designated "Pilipino." This was a very proper development, since many Filipinos felt there was a need and a role for an indigenous national language. President Quezon, for example, is reported as expressing his deep regret that he could communicate with all of his countrymen only in an alien tongue.

But the appearance of the national language has occasioned a considerable amount of confusion because its role in the life of the nation has never been satisfactorily defined. Some people, including a few educational leaders, thought Pilipino would soon replace English in all phases of the national life, including education. The effect of this attitude was a downgrading of standards of performance in English in the schools, since "we'll soon be using the national language anyway." For reasons mentioned above, this is not likely to happen soon.

Equivocal and ambivalent attitudes have inhibited the development of the national language. Some Filipinos have felt the new national tongue should represent the actual usage of as many Filipinos as possible, utilizing the numerous loan words from Spanish, English, Chinese, etc., that are found in so many of the vernaculars (paradoxically and typically the most "national" of vocabulary items). Others have felt that the national language should look inward to its own resources, with an express attempt to restrict or even replace loan words with indigenous lexical items, in many cases with items felt to be archaic or obsolescent. Still others have felt that in order to really Filipinize the national language it would be advisable to introduce new loan words, selected for their utility from Philippine languages other than Tagalog, that in this way the language would come to represent the diverse linguistic communities in the nation. Finally, some have felt that now, while the language of the nation is being renovated and renewed, the opportunity should be grasped to improve on it, to introduce words, forms, constructions, etc., that are respected for their stylistic or literary value.

The result of all these attitudes has been confusion, and this has hurt the cause of the national language. Reintroductions of old words no longer common in spoken usage, coinages to replace familiar words, and obscure literary constructions have combined with a new reinterpretation of a very traditional grammatical analysis to make the study of the national language a mysterious subject for many students. There has been considerable public criticism of the "Tagalistas"; people have not taken the work of the language planners seriously, and sometimes have laughed. Ridicule has a most damaging influence on any cause.

The designation and development of the national language has been an extremely important factor in Philippine education. A second factor is the increased importance given to the major vernaculars. In 1948 a vigorous and very capable young superintendent of schools in the province of Iloilo, on the Visayan Island of Panay, decided to test out the very rational assumption that a child should be able to learn more efficiently in his own language than in a second language. The superintendent, Dr. Jose V. Aguilar, conducted a controlled experiment to demonstrate the comparative efficiency of the vernacular and English as teaching media for content subjects. The results of the experiment demonstrated the value of the vernacular. The results of the Iloilo study became the basis in 1957 of the Revised Educational Program, when the local vernacular was introduced into the schools as the medium of instruction in the first two grades.

The ferment of education and language policy was captured in an excellent study titled Language Teaching in the Philippines: A Report, which appeared in 1950. This comprehensive and perceptive treatment of some of the problems that have been mentioned here was written by Clifford H. Prator, at that time a Fulbright Exchange Professor to the Philippine Normal College. The clear outline of problems and suggestions for solutions undoubtedly encouraged serious thinking among Philippine educators, who were aware of shortcomings and were anxious to find answers.

In the early fifties a philosophy and set of principles which developed into a method of language teaching came to the attention of teachers and administrators. The method came to be known as Second-Language Teaching. The method held out hopes and promises, in the United States as elsewhere, since the postwar world had become more aware of the importance and necessity of facilitating international and intercultural communication. The new method looked promising, but it could not be implemented by untrained teachers. A good teacher using the concepts of second-language teaching would obtain superior results, but the method was not well understood. Many seasoned administrators in the Philippines were not convinced that the favorable results should not be attributed to enthusiasm, rather than to method, which to them seemed deceptively simple and superficial.

All of these factors--a school system struggling and in the process of rebuilding after a devastating war, a complex background (and foreground) of languages with different historical functions, the confusion of an emerging national language seeking its role in the society, the obvious need for improvement in language teaching, the appearance of new ideas that held the promise of more efficient language training--and other considerations led to talks, first among Philippine educational leaders, and subsequently between them and representatives of the Rockefeller Foundation. This was obviously a problem that called for a well planned and adequately supported effort, with the assistance and participation of general educators and specialists on all levels of the school system.

The initiative for action was taken by a group of Filipino educators, who approached Dr. Charles B. Fahs, Director of the Rockefeller Foundation's Humanities Division, during the summer of 1956 when he was visiting Manila. Dr. Fahs was impressed by the obvious need for action and returned to the United States resolved to explore possible solutions. It was suggested that a properly comprehensive program should have the collaboration and support of a major academic institution in the United States, to provide adequate administrative backstopping, to help train the specialists that would be needed, and to help direct the research on which a successful effort could be based. Such an institution would also be in a better position to recruit technically competent expatriate personnel to help with the projects that would be carried out. It would also be highly desirable to find an institution with personnel who would have an understanding of the specific problems of the Philippine context.

A fortunate suggestion was the University of California, Los Angeles, where Clifford H. Prator was a member of the Department of English working with a program of teaching English to foreign students. Indeed, Mr. Prator's lucid study of the problems of education and language in the Philippines and the suggestions he made could serve as the basis of a comprehensive program.

Consequently, Dr. Fahs wrote to Chancellor Allen early in September of 1956, asking if the University of California might be interested in sponsoring a program. The Chancellor appointed a four-man committee to study the feasibility, which included Franklin P. Rolfe (Divisional Dean of Humanities) as chairman, James E. Phillips (Chairman, Department of English), William H. Lucio (Assistant Dean, School of Education) and Mr. Prator (Department of English). Mr. Prator was particularly enthusiastic and anxious to accept the invitation. Not often is a theoretician given such an opportunity to see if his ideas will work.

Dr. Fahs came to Los Angeles in October and a preliminary plan was outlined. It was decided that Mr. Prator and Mr. Lucio should make exploratory trips to Washington and to Manila to see if there was interest and likely support to be had from the American and Philippine agencies that would be concerned and probably involved in a major program. The Foundation made a preliminary travel grant of $6,000 to the University for this purpose.

In December of 1956 Mr. Prator and Mr. Lucio went to Washington and conferred at length with the appropriate officials in the Department of State, the U. S. Office of Education, the U. S. Information Agency, the International Cooperation Administration, and the Conference Board of Associated Research Councils. In all cases they found genuine enthusiasm and were offered helpful suggestions that were incorporated in the final plan.

In January of 1957 they went to Manila, where they made contacts with a wide range of Philippine and American agencies, even managing to secure an appointment with President Ramon Magsaysay, who gave the planned program his blessing. The Secretary of Education, Mr. Gregorio Hernandez, Jr., took a deep personal interest in the prospect of a program and did everything he could to facilitate its fulfillment.

The University's representatives returned to Los Angeles with a basic agreement which represented the thinking of a wide group of interested Filipino and American leaders, with the promise of enthusiastic support from the Philippine government. This agreement was translated into a proposal to the Rockefeller Foundation, which provided for a five-year program with a budget of $684,000, to begin June 1, 1957.

Plans were progressing very satisfactorily when a tragic accident cast a pall of uncertainty on the future. On March 17, 1959, the presidential plane crashed on the Island of Cebu, taking the lives of both President Magsaysay and Secretary Hernandez. When the shock of this misfortune had worn off somewhat and the successor administration had an opportunity to assess the situation, it was decided to continue with plans for the language program.

The general design for the program included: (1) in-service and pre-service training of teachers in the Philippines, (2) training for second-language specialists in the Philippines and in the United States, (3) production of instructional materials, and (4) research and experimentation. These would be carried out in the Department of English at the University of California and at a specially organized Center in Manila.

Several features of the planning and organization of the project stand out for the contributions they made to a successful program. These are discussed below in numbered paragraphs.

(1) Professional direction of the Center in Manila was the responsibility of a Co-Directorship, an American and a Filipino. Both would share joint accountability for the overall operation of the Center program, but they would be selected for the individual contribution each could make. The Filipino Co-Director would have as his primary area of concern the physical administration of the Center (keeping records, making reports, handling the necessary housekeeping chores of payrolls, disbursements, etc.), liaison with the Department of Education and other government offices, and public relations. He would be chosen from among a group of recognized Filipino educators, a man of considerable experience, knowledge, and stature, someone known and respected for his ability. The American Co-Director would be primarily responsible for the technical aspects of the program. He should be trained and experienced in linguistics and in language teaching, especially in English as a second language, with public-school experience. Both Co-Directors should have a maximum of adaptability, a generous gift of tact, and a willingness to work as a team.

This arrangement could have been very difficult to work out. The division of responsibility required that two men who were professionally and personally compatible be found. Otherwise the administration of the program might be a nightmare.

(2) Binational support characterized all phases of the program, from earliest planning until phase-out. The cooperation that was offered by both Philippine and American Institutions was certainly largely responsible for whatever success was achieved. Each freely gave whatever was within its power to offer, advice and counsel, personnel, facilities and administrative collaboration, money or aid (support) in kind, or moral support and the employment of good offices.

The extensive cooperation which the program enjoyed was undoubtedly assured by the careful groundwork that was laid during the feasibility study of the Chancellor's committee. All the interested and pertinent agencies were contacted, where not only was their attitude determined, but their advice was sought. Thus their interests and goals were represented in the planning that ultimately produced the program design.

(3) A nuclear concept was the basis of all early program planning. It was judged that the most useful role of the Manila Center would be as

a coordinating device to facilitate the maximum useful results of each supporting agency's interest. Thus the Center would not primarily be a scholarship granting organization since the U. S. Educational Foundation and the International Cooperation Administration (later redesignated AID or Agency for International Development) had active scholarship programs, but it could offer its services and facilities to help find, screen, and orient grantees. It would not be a teacher training institution, since the Philippine Normal College and the University of the Philippines were available with this as their primary purpose, but it could offer to help plan and design programs and to help in the temporary staffing that might encourage higher quality training. It would not broadcast radio or television lessons, since the Bureau of Public Schools and the Philippine Broadcasting System had facilities and programs, but it could offer editorial and technical support to help improve the quality of the programs. This list could be extended to the facilitation of various instructional materials projects, research and experimentation projects, in-service teacher workshops, etc. The Center was not to assume responsibilities that were being carried out, but would offer its help, cooperation, and resources. In some cases, such as the Rizal and Iloilo projects, the initiative and support of the Center made possible large scale curriculum experiments by the Research and Evaluation Division of the Bureau of Public Schools that could not otherwise have been undertaken.

(4) Personnel parity was accepted as a principle of the administration of the Center. This meant that salaries were to reflect position and assignment, not nationality and--for the purposes of the Center's role--not regular career positions. This policy had two applications. Americans and Filipinos were paid on the same scale; the Co-Directors, for example, received identical salaries. The recruiting problems were overcome by offering the expatriates a living allowance which made it possible to interest qualified and experienced specialists while still observing the principle of equal pay for equal work.

The other application was to pay all members of the technical staff on the same scale. This avoided the complexities of staff studies and of the evaluation for salary purposes of training and past experience, to determine just what points on a variable scale could be assigned in each individual case. This policy could be justified on the grounds that assignment to or employment by the Center was not a career, but a temporary posting, with no fringe benefits for retirement. Salary scales were set high enough to be attractive to the people that could contribute most to the Center's activities.

Some specialists worked as employees of the Center. Others came on assignment from the Bureau of Public Schools to take advantage of the Center's facilities (library, quiet work space, editorial advice and consultation, clerical assistance, rapid duplicating on ditto or mimeograph, etc.). For the purposes of the Center's work no distinction in pay scale was made. Those who came on temporary assignment were given study grants in the amount of the difference between their Bureau salaries and the amount they would earn as full-time employees of the Center.

(5) An Executive Committee at UCLA, appointed by the Chancellor, was officially vested with the responsibility for operating the program. This arrangement was a practical necessity, since the grant by the Rockefeller Foundation was to the University, officially accepted by the Board of Regents. The University had to answer to the Foundation, which it could do only if it retained ultimate control of the program. The Executive Committee appointed a Project Coordinator who was to direct and oversee the program and to report regularly to the Committee and to prepare the required official reports for the Foundation. He was also responsible for liaison between the Center in Manila and the part of the program that was carried out in the United States, which was done by almost constant correspondence and by one or two trips to the Philippines each year.

Members of the Chancellor's Committee to study the feasibility of University involvement in a Philippines project continued to serve as the Executive Committee of what was called the "Philippine Project" at the University.

(6) An Advisory Board in Manila had almost complete responsibility for guiding and reviewing the program. The men and women who sat on this Board were close to the problems, in a position to make useful recommendations, and to provide the perspective to keep the overall program in balance. In practice, Board recommendations were virtually always approved by the Executive Committee, since members of the Committee had well placed respect in the judgment of the Board.

Board members included holders and as alternates a representative appointed by the holder of the following positions: the Undersecretary of Education, the two Directors of the Bureaus of Public and Private Schools, the Director of the Institute of National Language, the Education Coordinator of the National Economic Council, the Executive Secretary of the U.S. Educational Foundation in the Philippines, a representative of higher learning (later two representatives) in the Philippines, a representative from the Cultural Affairs Office of the U. S. Embassy, a representative from the Education Division of the U. S. International Cooperation Administration (later designated the Agency for International Development, or AID), the representative of the Asia Foundation, and the two Co-Directors. This provided a very distinguished group whose combined skill and experience were completely indispensable to the successful operation of the program.

(7) A Field Accounting Guide was prepared by the Controller's Office at UCLA which prescribed methods for operating the administrative side of the program. Operating an overseas project of this dimension was a new experience which promised to present a multitude of new problems that would have to be met by Directors who had no previous experience with the procedures followed by a large and complex State University and who would be operating at a great distance without the usual easy communication with University officials. This Guide, which took several weeks to prepare and which ran to nearly two hundred pages, was extremely helpful to the project, saving countless hours of administrative labor by its easy reference and availability. The success of the Guide is shown by the fact that it was adopted as a model for other overseas projects undertaken by the University.

(8) In recruiting an American Director a visiting academic title was offered in order to allow persons going abroad the opportunity of continuity in their academic careers. This would facilitate the reentry into a University position of a scholar who was willing to leave the United States for a period of several years.

(9) It was the policy of the Project Supervisor to directly involve as many of the members of the Executive Committee as possible in the Manila phase of the program. All but two members accepted assignments of supervision which took them to the Philippines. The results demonstrated the wisdom of the policy. There was far better understanding of the problems involved to be gleaned from the personal experience of witnessing the Manila program in its own locale, particularly since there were so many differences in the requirements of the California and Philippine operations.

One stroke of luck helped the administration of the Manila program. The Controller from the UCLA campus happened to be in the Far East and was able to visit Manila during the initiation of operations there. His help in selecting a local accounting firm and instructing the official who would handle the project, of learning what Philippine laws would affect the operation of the project, of getting the Center registered with the Philippine Securities Exchange Commission as "an alien agency conducting business in the Philippines," working out a salary scale for local employees, of preparing a lease for the quarters to be occupied, of opening a project bank account, etc., proved invaluable.

The Manila accounting firm gave assistance to the project far exceeding the cost of its services. The program had the benefit of professional accounting and legal help in addition to assistance in drawing up checks, keeping financial records, maintaining the flow of money into the project, etc.

One of the early decisions that had to be made was the selection of a name for the Manila Center. A lot of thought went into the choice, which had to be accurately representative of its functions. The name ultimately chosen was: the Philippine Center for Language Study, which came to be known as the PCLS. It was to be a Center in the Philippines devoted to research in languages and ways to increase efficiency in teaching them. Thus it was a properly broad designation, not limited to English.

The Project Supervisor had several jobs that required immediate attention after the grant was made. Besides setting up the UCLA project office, he had to design a curriculum for training specialists in TESL, arrange for the installation of an electronic-teaching language laboratory, and to begin assembling a library of the reference books that would be needed in this program. He also had to recruit an American Co-Director, a task which proved to be long and arduous. By late July in 1957 an agreement was reached with James Macris. He reached Manila on October 10, in time to participate with the Advisory Board in the selection of quarters for the Center.

It proved to be even more difficult to fill the position of the Filipino Co-Director. The ideal person was the incumbent Undersecretary of Education, Mr. Martin Aguilar, Jr. Mr. Aguilar was willing to take the assignment, but the unfortunate loss of Secretary Hernandez had left him with many responsibilities in the Department of Education. Even when Mr. Manuel Lim was appointed by President Garcia it was still necessary to have a capable and experienced Undersecretary to help until the new Secretary could familiarize himself with his duties. It was not until July 1 of 1958 that Mr. Aguilar could assume the Co-Director's position.

The first year of operation of the PCLS proved to be fraught with difficulties. The American Co-Director, working without a Filipino counterpart and struggling with the difficulties of operating in new terrain with no precedents to guide him, undoubtedly had a difficult time. He began with the necessity of ordering everything for the office: furniture, furnishings, supplies, etc. And almost immediately there was the responsibility of helping with the selection of grantees and of preparing project proposals for the Center's activities.

He was dissatisfied with the provision of Executive Committee approval for projects, and felt the University had not given him sufficient administrative freedom to operate in. Also he experienced a certain amount of difficulty in the selection of grantees, apparently not understanding the role of the Center as a consulting agency to assist the ICA and the National Economic Council in passing on nominations made by the Bureau of Public Schools.

As a result of these difficulties Mr. Macris tendered his resignation in March of 1958, only six months after his arrival, stating that he would reconsider if (1) he were made the sole director of the Center and (2) he were given freedom to undertake projects without a prior review by the Executive Committee. The resignation was accepted.

Mr. Macris' service ended on June 30, 1958, and Mr. Aguilar's began on July 1. There was continuity in the Center staff, however, in the person of Miss Lois McIntosh, who had reached Manila late in February to join the Center as a Staff Specialist.

The entry of Mr. Aguilar into the position of Co-Director breathed new life into the Center. He was knowledgeable and energetic, and the future of the program looked optimistic. Miss McIntosh's talents were more effectively employed. She began to work with personnel in the Bureau of Public Schools, with groups of teachers, and in August with the In-service workshop for 61 grade two teachers as provided in the first full-scale project of the Center.

In the meantime the project supervisor had arranged for another American Co-Director, Mr. J. Donald Bowen, then with the Foreign Service Institute of the Department of State in Washington. Mr. Bowen was able to leave in late November of 1958, to arrive in Manila in January, 1959, after several weeks of orientation in Los Angeles.

But in November of 1958 Mr. Aguilar was stricken with a disease which was finally diagnosed as cancer. He was immediately hospitalized, but there was no effective treatment to be had. He died in February, three weeks after Mr. Bowen's arrival in Manila. Thus the third Co-Director began to work alone at the Center.

An immediate effort was begun to find a new Filipino Co-Director. Arrangements were eventually made for the appointment of Mr. Jose V. Aguilar, Dean of the College of Education at the University of the Philippines. It was not until June of 1959 that Mr. Aguilar could begin his new assignment, so Mr. Bowen worked for almost six months without a Filipino counterpart, which restricted the effectiveness of the Center program.

Mr. Aguilar was a most welcome addition to the Center staff, with his broad experience in public education. It was especially appropriate that he should serve, since the curriculum experiments later begun by Center initiative were complements to the work he had done as Division Superintendent in Iloilo in the early 1950's. But misfortune in staff personnel continued. In October 1959, shortly after arriving in the United States on an orientation tour, Mr. Aguilar was stricken by a heart attack, had to be hospitalized for several weeks, and was forced to return to Manila without completing the tour.

Back in the Philippines Mr. Aguilar recovered more quickly than had been expected. He returned to his position, but in December, during a meeting of the Center's Advisory Board, suffered a second attack. The doctors predicted a slow and uncertain recovery. It was a pleasure to have Mr. Aguilar disprove their opinions and return to the office by March 1960. Then for the first time in over two and a half years the Center operated with its Co-Directorship. Subsequent accomplishments vindicated the wisdom of the arrangement, largely because of the very solid contributions of Mr. Aguilar.

From the beginning of the grant a project of considerable importance had been initiated at UCLA. One of the cardinal tenets of the linguistic approach to language teaching is that instructional materials must be based on a contrastive analysis of the native and target languages of the students. Such analyses of English and the major Philippine languages would be an indispensable tool in several of the projects to be undertaken. Consequently the Executive Committee arranged to have Mr. Robert Stockwell, a linguist of considerable ability and experience in the Department of English at UCLA, make a comprehensive survey of existing studies and to undertake the preparation of a contrastive analysis of English and Tagalog. Two volumes, one of phonology and one of grammar, were completed in tentative form by August of 1958. Advanced graduate students in the Department began to work on similar studies of English and other important Philippine languages. Eventually studies were done of Pangasinan, Cebuano, and Ilocano, which have greatly contributed to the knowledge and understanding of the Malayo-Polynesian languages of the Philippines.

The UCLA Philippines project has had a profound influence on the development of applied linguistics and TESL training at UCLA. From the beginning of sixteen sponsored students for a new curriculum of specialization in TESL in 1958, a program has grown to a point where about eighty students per year are trained, some providing their own support, others sponsored by a wide variety of agencies (Fulbright-Smith-Mundt and Fulbright-Hays grants, Cultural Exchange grants, various University women's organizations scholarships, Foundation fellowships, Teaching and Research Assistant positions at the University, African Scholarship Program of American Universitites, the Institute of International Education, the British Council, AID grants, etc.). From a beginning with one in 1958 the staff in the TESL program has grown to nine full-time persons, with a supporting administrative staff of three persons. This staff has a wide variety of professional experience and capacity, with strength in such areas as teaching literature to students of English as a second language, English literature in non-English countries, psycholinguistics, language testing, policy applications of language study, Thai, Chinese, Spanish, and Malayo-Polynesian linguistics. This group has been able to contribute substantially to other university programs--in phonetics, linguistics, African studies, and English literature. It also represents a total of some 25 years of combined foreign experience in TESL. The total result is one of the strongest TESL programs in the United States.

The specific courses in TESL offered at UCLA form a program that leads to a Certificate in the Teaching of English as a Second Language. The Certificate program includes courses in three areas: professional, technical, and practical. Professional courses include Methods of Teaching English as a Second Language, the Teaching of Literature in a Second-Language Situation, Language Testing for Teachers of English as a Second Language, and Supervised Teaching in ESL; technical courses include Introduction to Linguistics, Structure of English, Contrastive Analysis; practical courses include Phonetics and Advanced Composition for Teachers of English as a Second Language.

There are at least three reasons why UCLA originally chose to design its TESL offering as a Certificate Program: (1) there was a consensus that good TESL training, at least at the initial stages, was properly interdisciplinary, involving concepts and training from at least English, linguistics, and education, (2) the practical courses, important to many of the foreign students who needed special training, could not be included in an advanced degree program, and (3) the Certificate Program design permitted highly desirable flexibility in dealing with students from other countries. Some of the difficulties of articulating foreign students to the strict requirements of American graduate level education could be minimized by admitting applicants to the special TESL program, which required an academic performance equivalent to a general secondary teaching credential rather than the more demanding graduate school grade point average of 3.00.

The Certificate Program is normally taken by students in graduate status, in which case graduate division standards apply. It is possible, however, on recommendation of the Chairman of the Department of English, to take the program in limited status. This allows the program to be offered to well prepared teachers from other countries who have not had an opportunity to complete an education equivalent to an American A.B.

Students who do well in the Certificate Program and who are otherwise qualified can be recommended to continue in one of several degree programs available, and the presence of the Philippines program was the occasion to design combined curricula leading to a Certificate and to an M.A. in English, linguistics, or education. These curricula have worked well in providing solid training for some 225 students who have followed them. More recently combined curriculum patterns have been designed for other programs, particularly for African Studies and TESL.

But another great advantage from an administrative point of view has been the flexibility in helping less gifted or less well prepared students to achieve their educational aims while in this country. Some who have been able to finish the Certificate Program successfully might not have finished an M.A. program, and would have had to return to their homes as academic failures. Any respectable solution that can prevent the bitterness and ill will that would result from such an outcome is most welcome.

Recently a new master's degree program in English as a Second Language has been approved at UCLA, an M.A. in TESL. This will be offered only to students who have completed the Certificate Program with distinction, maintaining a grade-point average of 3.25 in all work taken. In effect, then, the M.A. in TESL is a two year program: the Certificate year followed by an additional year of course work and research.

Four courses given in the Certificate Program would be counted toward the M.A. in TESL. Additional requirements would be: an advanced course in the structure and development of modern English, three electives, and a thesis writing course.

The three electives would be selected in order to combine in a sub-specialization in such fields as language policy, modern British and American literature, the teaching of literature, the structure of the English language, the linguistics of a particular geographical area, phonetics, dialectology, psycholinguistics and language learning, and sociolinguistics. The research component - the preparation and presentation of a thesis - is intended to satisfy the need and interest in research in applied linguistics and language teaching.

In addition to the combined curricula for an M.A. program in English, education, linguistics, African studies, and in Teaching English as a Second Language, it is possible to offer linguistics and language teaching as one of the fields of preparation in the linguistics Ph.D. program, and to offer applied linguistics as one of the fields of preparation in the Ed.D. program of the School of Education.

Service courses for foreign students at the University who need special help with the language they must study in have been expanded. An elementary level noncredit course is offered in University Extension (English 832), and three courses of Intermediate English are offered on the lower division undergraduate level (English 33A-B-C). These courses are required of students who do not have sufficient competence in English when they enroll at UCLA. Three additional upper division courses are offered as options to those who wish training beyond the minimum required: Phonetics for Foreign Students (English 103J), Advanced Composition for Foreign Students (English 106J), and Introduction to Literature for Foreign Students (English 109J).

In addition to its expanded graduate programs for specialization in TESL-related studies, the UCLA Department of English has designed an undergraduate major for bona fide foreign students whose mother tongue is a language other than English. This major retains the essential courses of the regular undergraduate major (the usual lower division history, composition, and literature survey courses plus representative type and age courses and Shakespeare, eliminating only the course in literary criticism), but adds the specialized courses for foreign students (phonetics, advanced composition, and literature), plus a course in the structure of modern English and a speech course. This major attempts to meet the special needs of foreign students and to recognize their most likely responsibilities as English majors when they return to their own countries.

Besides building staff and course strength in its ESL and TESL programs, the University has been able to participate in other activities as a direct result of its involvement in the Philippines program. The Department of English sponsored a teacher training and materials development program in Colombia, known as ILCA, the initials of Instituto Lingüístico Colombo-Americano, which was instrumental in revitalizing English instruction in that country. The Department has sponsored two NDEA Institutes in TESL, and has assisted to date with twenty-three programs for the short-term training of Peace Corps Volunteers in TESL, headed for many countries, particularly in Africa and Latin America. Staff members have participated in several survey and consultation assignments, and have served on advisory panels for USIA and NACTEFL. A State of California Project has enabled the TESL program to make a contribution to better educational opportunities for students from linguistic minority groups by providing more effective teaching materials for use in California schools. Participation in three motion picture projects directly related to language teaching has been possible, and a special program to train specialists from and for Africa, in conjunction with Leeds University in England, has been put into effect. Probably very few of these projects and activities could have been undertaken if it had not been for University participation in the Philippines program.

Activities at the Manila end of the program were supported from the UCLA campus in several ways. Perhaps the two most important were (1) counsel and advice on the development of projects given by the Executive Committee and by the Project Supervisor and (2) help in recruiting expatriate personnel to staff the Center. Over the life of the PCLS there were seven American staff members, though never more than three at any one time. With the exception of the first American Co-Director, all stayed at least two years, some as long as five or six. Their contributions were very substantial, reflecting the judgment with which they were chosen.

Most of the Center personnel were Filipinos. Over the life of the program there were about ten clerical and administrative employees and about thirty on the technical staff. Of these latter nine had been trained at UCLA, and eight others went to UCLA after their service at the Center. Almost all of these worked for several years on the Center staff. There were also about fifty others who came to the Center on short-term assignments to work on materials, grade tests, make recordings, etc.

The activities of the Center are best shown in a consideration of its projects. The direction of the overall Center program was indicated by the first six projects approved in 1958, two of which were service projects and four research. The two service projects were oriented toward teacher training, one a national workshop, the other a plan for field consultants to visit schools in the provinces. Two research projects were in materials preparation--one a teacher's guide and the other a kit on methodology. Another research project provided modest grants to encourage local research in linguistics and language teaching, and the fourth was a plan to offer an advanced seminar in linguistic analysis, which would provide an opportunity for Mr. Stockwell to refine and revise his contrastive analysis of English and Tagalog and would encourage capable students to become more interested in linguistics.

It would be possible to show how projects were finished, revised, renewed, or added over the years of the program, but a more revealing presentation would show how general ideas developed over the years.

One such development was the concept of teacher training. In 1957 the Bureau of Public Schools had held a national in-service workshop for grade one teachers, with delegate teachers appointed from each of the provincial and city school divisions. These young teachers were to return to their divisions and hold similar workshops for delegates from each district in the division, after which the district delegates were to hold workshops locally in the schools of their district. This idea was repeated with Center support in 1958 for grade two teachers and in 1959 for grade three. In 1960 the Bureau of Public Schools, the Center, and the Philippine Normal College jointly sponsored a similar workshop for grade four teachers.

The purpose of these workshops was to orient large numbers of teachers as quickly as possible to the potential contribution of second-language instruction to the teaching of English in the Philippines. It succeeded in doing this, with the design of spreading concentric circles moving orientation and instruction from the national to the provincial to the local levels. But the system had weaknesses. Two stand out: (1) the training was meager to begin with and suffered from considerable dilution as the ideas passed from the delegate at one level to the participants at the next, and (2) the system did not adequately provide for the participation of the supervisory structure.

Since there was no academic discipline (record of assignments completed, responsibility for the bibliography, grades or permanent record credits for work done), the workshop sessions tended to be always in the nature of orientation. This produced a certain amount of superficiality in the training and made it next to impossible for the delegates to do more than just pass on the ideas they had copied in their notes when they became responsible for a district or local workshop. This was not because of a lack of interest or will; most delegates were serious and responsible, but they did not have an opportunity to let new ideas mature, be tried out, search for alternatives, etc., before they were called on to be experts.

The second weakness was also a real difficulty. In each division a young, intelligent teacher was selected for training. When she returned after a scant four weeks of what must have been revolutionary ideas, she was asked to instruct and guide other teachers in the new methodology. Not only was this very difficult for her to do, but in attempting to do so she was exercising some of the prerogatives of the hierarchy of supervisors in the public school system. Supervisors are selected on the basis of experience, satisfactory service, and professional competence. To have a young teacher return to "supervise" second-language teaching was to by-pass the supervisors, who had every reason to believe they knew what their job entailed better than anyone else. This procedure had the unfortunate effect of creating an atmosphere of non-cooperation between those who wished to introduce second-language methods and ideas and those who occupied the important supervisory positions in the system. And cooperation is necessary in any educational endeavor.

Those who planned and organized the workshops were not unaware of the need to obtain the support of the supervisors. Twenty or so were included each year as observers, to learn along with the delegates. But the fact they were "observers" caused them to sit in the rear of the lecture halls, visitors rather than participants, with the presentations really pitched to the teachers. Furthermore, those supervisors who attended workshops represented only a very small minority of the supervisory force in the public school system.

So the delegate teacher, undertrained and without adequate materials, faced the almost hopeless task of introducing second-language teaching in the remote areas of the country, given only limited, often grudging, support from her supervisors, and sometimes facing open hostility. To make her task more difficult, the workshops proceeded ahead of the production of teaching materials. As a result the workshop was often heavy on philosophy and methods, light on the specific lessons that could be used for a sustained course on any particular grade level.

In 1961 an attempt was made to reach supervisors by having a workshop exclusively for academic supervisors, who rank just under the superintendent in a school division. This workshop reached the right people, but did not correct the weakness of a superficial treatment of the subject of language teaching. Also four weeks is not enough to really effect a basic change in the habits of thinking built up over twenty or more years of a professional career.

In view of these difficulties, it was decided to support the idea of a longer, more professionally oriented period of training. A graduate level program of training was organized at the Philippine Normal College, announced in March 1960, leading to an M.A. degree. This program required full-time study for two semesters and a summer. Graduate study in the Philippines had previously been typically accomplished on a part-time or summers-only basis, hence the PNC program marked a significant departure from the established pattern. It was necessary to find outside support, to help students meet the expenses of full-time education. The Asia

Foundation at this point provided renewable grants for four scholars. Besides a strong graduate curriculum, an undergraduate survey course in TESL was offered. All of the original course syllabi were developed with the help of PCLS staff members.

The Philippine Normal College offered strong support to this new program, assigning two of its staff members to teaching program courses. After a year's operation the program had proved its value. The Bureau of Public Schools added major support by assigning twenty of its teachers as scholars in the program. The Philippine Normal College was able to offer tuition waivers to facilitate the enrollment of the Bureau's scholars.

Those who have finished the M.A. curriculum form a pool from which many of the new Division English Supervisors have been selected. One of the most attractive features of the program is the close correlation of research to teaching, made possible by the Cooperation of the Bureau of Public Schools, with its provincial division and city school systems.

The M.A. program at PNC combines the advantages of institutional backing, professional staffing, and a permanent program. Whereas in-service workshop participants (the early BPS-sponsored training from which the PNC program grew) are students only in a rather casual sense, the PNC scholars are students in a full-time sense. They are making an academic record that will follow them into their jobs, and they take the training very seriously. Also they have time and opportunity to become thoroughly familiar with the basic bibliography in their field and a chance to become involved personally in a research project that carries them to the forward fringe of the profession. Where the workshop participants used to ask for answers to their problems, the scholars are able to define and manipulate the problems themselves and to consider, and often try out, alternate solutions.

This program has grown in size and strength in the intervening years. The Bureau of Public Schools now sends 30 students annually on full salary, fifteen each for specialization in English and Pilipino. Two private universities now maintain six students each year, and the Ford grant supports four more. In addition the program has attracted six students to full-time study who pay their own expenses, and two are officially sponsored by the Afghan government, with assistance from the United States Agency for International Development and the National Economic Council of the Philippines. This is a total of 48 full-time students currently enrolled.

There are 69 part-time students during the academic year and over 300 who come for the summer program, one-third of the total graduate-student enrollment for the summer term. Several hundred students, then, have participated in this highly superior academic program, one of the strongest anywhere in the world.

One program at PNC deserves special mention: the faculty development program. Project funds have been used for modest grants to interested faculty members, who are then released from overload course assignments in order to enable them to participate as students in the TESL

M.A. program. Seventeen are currently taking advantage of this training opportunity, which not only upgrades their skills in the teaching of English, but enhances their general abilities through close observation and participation in an academic program of proven merit. It is the observation of the College administration that the faculty participants leave the program as far more effective teachers, which upgrades and benefits the general level of education offered by the College.

One substantial evidence of a maturing educational potential at the Philippine Normal College has been the selection of the College as a sponsor for third-country training by the United States Agency for International Development and the National Economic Council of the Philippines. Two groups comprising a total of 27 Afghan educators have been sent for training, in 1966 and 1967 for periods of 10 weeks in the field of Teaching English as a Second Language. These were university instructors, principals and heads of departments of English in secondary schools, and provincial supervisors of English, people who will have considerable influence and effect in important English-teaching programs in Afghanistan. The fact that their training was entrusted to PNC is effective testimony of confidence.

The Philippine Normal College has shown how seriously it considers this new program by establishing the Language Study Center, under the direction of Mr. Bonifacio P. Sibayan, a former PCLS grantee who earned a Ph.D. at the University of Michigan. Under Mr. Sibayan's leadership the program has expanded its horizons to include research and teacher training in Pilipino, the national language, and in the major regional vernaculars.

An early project in materials for teacher training was modestly designed as a kit of materials which the field service consultants could take with them for distribution during their visits. It was to consist of an outline of lessons for teaching English in the first two grades, information about the English language, and background materials about language and language teaching. This was the unpretentious beginning of an effort to provide adequate materials for teacher-training programs.

This effort eventually was transformed into a monograph series in which a number of books were published which have become standard reference tools in the Philippines and widely known and used in many other parts of the world. Early editions of items in the monograph series were privately published by the Center (mimeographed and bound), but in 1962 an agreement was reached with the Phoenix Publishing House, one of the major publishers in the Philippines, to print in paperback editions as many volumes as the Center could produce.

The first number, issued in 1961 but printed in 1962 was entitled Background Readings in Language Teaching, edited by Roderick J. Hemphill. This is a collection of twelve seminar and workshop presentations, rewritten as essays, which attempt to orient the reader to the basic problems and considerations of second-language teaching. It has been widely used and quoted in the Philippines and elsewhere.

The second number in the series was titled Language Policy in Certain Newly Independent States, as a preliminary edition. Later, in 1967, two more articles were added, and the volume was printed under the title The Determination and Implementation of Language Policy, by Maximo Ramos, Jose V. Aguilar, and Bonifacio P. Sibayan. These articles describe the process of policy making, from orientation to research and evaluation to implementation and review, forming a useful handbook.

Number three has been the most successful item published. It appeared in 1963 titled Techniques and Procedures in Second-Language Teaching. This is an ambitious book of over 500 pages which presents in easy-to-understand language the problems a classroom teacher faces when she stands before her class. It contains eminently practical and well illustrated (with both examples and pictures) discussions of presenting structures, drilling language grammatical patterns and pronunciation, teaching reading, writing, and spelling, and testing.

Two strong evidences of success are: (1) market acceptance--the publisher states this is the best selling item he has ever published--and (2) professional recognition. The author, Miss Fe R. Dacanay, has been given a grant by the Modern Language Association of America to rewrite her book in a more general context, to make it more useful as a general text rather than for the specialized use in the Philippines for which it was planned. It should be mentioned that Miss Dacanay was a grantee in the first group of Filipino teachers that came to UCLA in 1958 for the program of specialization in Teaching English as a Second Language.

Number four in the monograph series was also written by a grantee to UCLA. It is titled Basic Readers for English Teaching, written by Minda Cascolan Sutaria, appearing in 1965. It is a treatment of the production and proper utilization of readers for teaching the most basic skill required of our educational systems. It is a book for authors, supervisors and administrators, and teachers, designed to assist in the organization of material for a reader, in the evaluation and selection of readers available and on the market, and in effectively teaching from a good reader.

Number five is titled Philippine Language - Teaching Experiments. This is a report of two extensive curriculum experiments conducted in Rizal and Iloilo provinces in the Philippines. These experiments are discussed at length in a subsequent section of this report. They have had a considerable influence, well based on fact and research, on subsequent policies of the Philippine public school system.

It is hoped and expected that this distinguished series of monographs will be continued and expanded by the Language Study Center of the Philippine Normal College. Certainly the series has well fulfilled its early mission of providing teacher-training materials and has gone beyond in publishing in the fields of language policy and curriculum experimentation.

A word should be added about the provisions for the use of royalties earned from this series. Since all items were produced as the result of a research or study grant or on paid time by members of the PCLS staff, no royalty earnings have been paid to individuals. Instead royalty has been collected in the form of copies of the printed items, and these have been used for professional distribution in such a way that the effects of the program have been extended and shared with scholars from all over the world. The authors have all felt well paid in terms of the service which they have rendered and in the professional recognition which has come from their publications.

Another early project that has spawned a numerous progeny was the grade two teacher's guide. This guide was written and rewritten at the Center, and when finally completed it consisted of over 400 large pages of small print. Because the shortage of materials was so desperate it was decided to print this guide in fascicles. This meant five separate issues for the five units of the course. In this way the materials could get to the classrooms, where the need was so great, one year sooner.

As it turned out there were problems associated with fascicle issue. Teachers of other grades complained that they were being neglected, so superintendents and supervisors in some areas yielded to the pressure and distributed the fascicles to all grades. As a result, in some schools a book intended for one year's work on the level of grade two was spread over five or six years; in each case a unit designed for a month and a half to two months was made to last for a full year.

In retrospect this is not too surprising. Teachers had been under the necessity of scrounging for materials for so long that they had developed the ability of making the most of whatever they could lay hands on. Undoubtedly they supplemented the materials of each grade two unit.

Publication of 20,000 copies of the grade two guides was made possible by the generous cooperation of the ICA, which underwrote 10,000, of the USIS and the Asia Foundation, which helped with the other 10,000. There were dark moments when continued support seemed to be doubtful, but eventually all five units and an introduction were produced. How many of these copies were actually assembled is an unresolvable question.

The grade two guide was such an obvious improvement on the earlier Bureau-produced grade one guide that it was decided to redo grade one before continuing with the higher grades, though there was much pressure to leave grade one as it was and work in areas where there was nothing. Subsequent events revealed the wisdom of backing up slightly to get a better start. The beginning of any language program is enormously important. If there are to be weaknesses, let them come later, not in the introductory stages.

The grade one guide was completely rethought and rewritten. Included with it was a considerable amount of teacher background material. When it finally appeared it was almost 450 pages of tightly written lessons.

Many of the teachers, used to husbanding the limited materials they had, felt they could never cover such an immense course. In practice it was difficult the first year, but eventually teachers found that they could indeed present much more than they had been accustomed to. This redounded to the benefit of the pupils, who got a more extensive and at the same time a more thorough background.

It was encouraging to the Center staff to find that the grade one guide was so well accepted by the English-teaching profession abroad. One review which appeared in English Language Teaching, a journal published in Great Britain, was entirely favorable.[1] This review generated almost more requests for sample copies than the Center was able to supply.

By the time the first grade guide was ready to be printed a textbook project had been established in recognition of the great need for books in the public schools. The $5,000,000 and ₱20,000,000 price tags put on this project is clear evidence of the importance the Philippine and American governments attached to the effort. At this time the Bureau of Public Schools made ₱80,000 available for printing the grades one and two guides. A little arranging made it possible to have this work done at the Regional Service Center, the huge USIS press located in Manila.

This work, since it was to be done on an American government press, had to be given a low priority, to be done as press time became available. This occasioned several delays, and the problem of paying for the books. Printing costs were to be paid in pesos, but were calculated in dollars. Devaluation suddenly doubled the peso price of the books, and the contract had to be renegotiated. The problem was eventually solved and all of the books were delivered to an eagerly waiting teaching profession.

Once these books were available the not inconsiderable problem of distribution had to be tackled. Moving the books to the Bureau's bodega was accomplished, but getting them from there to the hundreds of islands and remote areas where schools are maintained was even more difficult.

Then another problem appeared. The superintendent and property officer are accountable for school property and supplies. If books are lost, they must be replaced or repaid by the superintendent. Otherwise his retirement benefits are held up when he leaves the service. One way to protect books is to keep them under lock and key. In some places this was the solution resorted to, so even after the enormous efforts of preparation, publication, and distribution, classrooms still didn't have the guides.

In order to reduce printing costs and to give the Center staff full editorial control over the format of the guides, photocopy was prepared at the Center. For this purpose a special IBM typewriter with interchangeable type bars was obtained. It was not simple to obtain the machine, get it entered into the country, and train an operator, but this was eventually accomplished. Though the composition of the guides is not up to professional publishing standards, it is clear and neat. The care and skill of the Filipino who mastered the machine are certainly to be commended. Best of all having the entire operation take place under the Center roof saved valuable time in composition and proofreading.

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[1] Vol. XVII, No. 2, January 1963, pp. 100-101, quoted in part as follows:

"This book is an impressive example of what co-operation among teachers, administrators, linguists, and teacher-trainers can achieve. Nothing, one feels, is left to chance in this tightly packed, closely integrated volume. The work reflects sound linguistic and pedagogic principles; material is analyzed and graded; meticulous detail marks every stage and every stage is reinforced by background information for the teacher."

As soon as the grades one and two guides were completed, work was begun on grade three. This was to be a special book, since grade three is the transition year from the use of the vernacular to the use of English as the medium of instruction. Great demands would be placed on grade three, as the emphasis in the teaching and materials shifted from oral to written language. It was realized that the transition to a student textbook could not be made instantaneously, so a book of beginning reading exercises was prepared for the last half of grade two.

Still the guide and textbook for grade three would be an inseparable pair. What the student should hear would appear in the guide; what he should see and read, in the textbook. It was further decided that facsimile images of the student text should appear in the guide as a means of encouraging the teacher not to neglect the guide.

Now a new and very serious problem arose. Up to this point the Philippine publishing industry had shown no interest in the teacher's guides which would be printed in only a few tens of thousands of copies. But student textbooks were another matter. The adoption of a single textbook would guarantee at least half a million pesos in profit for a publisher, a sum not to be taken lightly in a country where school texts form the backbone of the publishing industry.

Thus began a struggle, in which the PCLS was an unwilling participant, to determine who had the right to produce and publish textbooks for the public schools of the country. The great misfortune was that the Center had no desire whatsoever to publish. It was uniquely equipped to write high quality materials and only wanted to do so. But production was the responsibility of the Bureau of Public Schools, since this was the agreement and since the manuscripts were partly prepared by Bureau employees on their salary.

The Center was considered vulnerable, and the publishers, through their professional organization, went to the courts to request that the Bureau be enjoined from adopting Center-produced texts. It was alleged that the Center was an alien institution that had no right to participate in the production of materials for use in Philippine schools. Furthermore the policy of hand-picked text projects discouraged the development of a publishing industry, which was against the national policy enunciated by the government to encourage local business initiative.

Courts of justice are not noted for their speed of deliberation, and those in the Philippines are no exception. It is to their credit that eventually an interpretation was handed down saying in effect that the Bureau of Public Schools did have the right to produce its own texts, and in doing so to seek help through legal agreements.

The next move by the publishers was to challenge the procedures of the Bureau on a technicality. They held that the Board on Textbooks, an independent body appointed by the Secretary of Education, which had approved the Center-produced texts, could not properly be said to have "selected" a textbook if they considered only one candidate manuscript. Selection was said to imply a choice from among many, but at least two. Again the courts were asked to enjoin the Bureau from following what was alleged to be an illegal procedure. As of now the problem is still pending, but the English textbooks have been granted an exception to the rule so they can be printed under the joint U.S.-Philippines textbook project.

It is to be regretted that the interests of innocent school children should have to be decided on commercial arguments. Without a doubt the Center-produced texts were far superior to anything the publishers could have produced. The situation at the Center was ideal: a group of experienced writers working full time with the support of an adequate clerical staff, with an extensive reference library, with experienced critical and editorial assistance. In addition all manuscripts were reviewed and criticized at UCLA, and suggestions offered were incorporated. How could a commercial publisher hope to compete? His pattern was to offer a prospective author the hope of eventual royalties if the book to be produced were adopted. Meanwhile his author would have to find time after the regular work day or weekends to dash off a manuscript.

The really sad feature of the entire controversy is that the PCLS didn't want to publish, and indeed could have benefitted enormously from the kind of assistance a good publisher is able to give. All concerned would have been better off if a means of cooperation could have been established rather than the destructive competition that characterized the whole procedure, causing delays that have not yet been resolved.

The grades four to six materials followed the same pattern. A student text contained the basis of the course, with a teacher's manual to offer suggestions for a more effective presentation. This pattern reflects the belief that the program has moved from a purely teacher-centered approach to one where the textbook contains most of what is central to the instruction.

Still another problem plagues the series. Although the text and guide for grade three and the texts and manuals for grades four to six are conceived of as both necessary for proper presentation of the instructional materials, the teacher's books have been eliminated from the printing projects by some auditor year after year with the explanation that this is a textbook project, and therefore only student texts can be included. This short-sighted and unimaginative policy handicaps the series, which worked out so well in the experimental editions. It is regrettable that decisions which affect educational policy cannot be made by educators instead of by auditors. Eventually, perhaps, the series will be complete. It is a major contribution to Philippine education.

It so happened that at the time experimental editions of the English series were being issued for the use of classes in the Rizal and Iloilo experiments, the U.S. Peace Corps appeared on the scene. Effective contact was sought by the Center with the Peace Corps officers to officially establish the identity of interests that was so obvious. The attempt was not successful at the early stages, but the volunteers in the field discovered the Center, and a considerable amount of individual cooperation was established. Eventually the Manila headquarters became aware of the Center and the advantages of collaboration, which took the form of support for an overrun of experimental editions, which were then turned over to the Peace Corps. The distribution was miniscule, but it was national (to wherever Peace Corps Volunteers were working), efficient, and prompt. This fruitful collaboration has done a great deal to familiarize teachers all over the Philippines with the potential availability of high quality materials for teaching English in the elementary schools.

Stencils were prepared at the Center for the guides and manuals which were not printed, and after their initial use these stencils were turned over to the Peace Corps, where they were promptly and efficiently put to use to produce the teacher's accompaniment to the textbooks. It is probably no exaggeration to say that to some extent the success of the Peace Corps Volunteers in teaching English in the public elementary schools has been greatly enhanced by the availability of the Center-produced series.

As stated above, the textbooks were printed. Arrangements were made with the Bureau of Public Schools to do this cooperatively. It happens that near the end of the fiscal year the Materials Production Center of the Bureau is likely to run short of materials for printing. The personnel and the presses are available, however, so the Center was able to secure printing services by buying paper and film. In this way all of the textbooks from grades three to six were supplied on time to the Rizal and Iloilo experimental classes. (The overrun for the Peace Corps has been mentioned.) Teacher guides and manuals were mimeographed for these classes.

In addition to the English language series, many other textbooks were produced with assistance from the Center. The earliest example was a team from the Curriculum Division of the Bureau of Public Schools, where a series of English readers was in preparation. The team came to the Center and utilized the facilities there, including critical and editorial assistance. The resulting texts acknowledge this assistance, with titles We Work and Play and Fun at Home and Away. At the suggestion of the Center staff, these very carefully prepared texts took cognizance of the structures and vocabulary items of the language series in accounting for the presence of these in the readers, reflecting the fact that an item learned in one course is reinforced, not relearned, when it later appears in another. Also the suggestion that contracted forms be allowed to appear in the dialog lines of the reader selections did much to increase the naturalness of the language that appeared there.

Other materials projects consisted of preparing preprimers, primers, and readers for the Rizal and Iloilo experiments (Come and Look, This is Fun, Your New Friends, Children at Work and Play), numerous guides in English and Tagalog to teach content subjects to classes in the Rizal experiment, and a special guide series to teach Pilipino as a second language to classes in the Iloilo experiment. These guides, titled Patnubay sa

Pagtuturo ng Pilipino, have since been reprinted and issued as the standard instructional materials for use in teaching Pilipino in the non-Tagalog provinces of the Philippines.

Finally an ambitious set of materials was begun for the teaching of English on the college level. These are still in preparation and have become very comprehensive and promise to be a very effective answer to the problem of how to continue English instruction after the students have had ten years' exposure. Certainly new approaches must be sought, or it will be impossible to keep students' interest and attention. These new approaches have been supplied by the appearance of generative-transformational analysis as a tool for describing linguistic behavior. Freshman English may be one of the first grammars to really exploit this new approach effectively.

It will be noted that the Center undertook materials projects for the elementary school and for the college level, but not for the high school. High school materials, unlike elementary, have traditionally been supplied by private publishers. Given the difficult lack of understanding in the elementary series, this was one presence where even angels should properly fear to tread. The Center made no proposals to enter. By preparing elementary school and college level materials, however, the Center was able to at least define the area that needed to be treated in the secondary school courses.

There was one other major materials project, but it was ancillary to the main program of the Center. Hence it is discussed separately after the central activities.

Two more of the original projects which grew into a vast complex of activities were those that supported linguistic and language research. The first project of this kind was a series of grants to encourage local efforts at research projects. The fact that one of these was eventually published has already been mentioned. The second was a seminar to train research students and to permit Mr. Stockwell to refine and revise his contrastive analysis of English and Tagalog.

This was a beginning of primarily research activities that later developed into two major curriculum experiments. The first of these was begun in June 1960 and ran until March 1966. In this Rizal experiment, named after the province where it was carried out, 1500 children were followed through the six years of their elementary schooling. Two variables were tested: (1) To insure maximally efficient learning of both oral and written language skills is it preferable to begin reading activities in English half way through grade one or in the middle of grade two? and (2) Given the need and desirability of a bilingual school population, is it better to begin instruction in English, begin in Tagalog and switch to English at the beginning of grade three, or begin in Tagalog and switch to English at the beginning of grade five?

The first question involves the amount of planned time lag between the beginning of instruction in the oral language and the introduction of reading. This is an interesting theoretical question that depends on the assumption that experience in understanding and speaking should precede the teaching of the written language, but the question is: by how much time? The Rizal experiment offers the conclusion that there is very little difference between these two patterns, and that the decision as to when to begin reading activities should probably be based on other factors, such as the fact that an earlier start would reach more children before the dropout rate has a chance to take effect.

The second question is one that is highly charged with emotion, involving as it does the possibility of Philippine identification with the use of an indigenous language. On the face of it a reasonable assumption is that, other things being equal, pupils will learn faster and more effectively if they study in their own language than if they have to first learn and then study in a foreign language. But other things aren't equal. Besides the vested interests pulling one way or another, there are different status judgments for the two languages, particularly in the educational tradition; there are vastly different resources available to teach and study in the two languages; there is an almost system-wide inability to take advantage of the inherent superiority of native-language instruction, since time-honored curricula are based on the need to teach in a foreign tongue; there is the probable lower quality of what textbook materials are available in local languages, since neither tradition nor competition have demanded the highest possible standards. Furthermore almost all textbooks in Philippine vernaculars are derived books--few indeed represent original work, and translations tend to suffer unless the translator is as much an artist as the original author. There has been more concern with Philippinization than with first quality.

These handicaps are not likely to be removed or compensated for in the near future without a major effort carried on with full public backing. The leadership which will eventually effect a change will not likely be provided by officials who send their own children to English-language private schools.

Given these considerations the language-of-instruction issue is controversial almost to the point of being explosive, and decisions of policy just may very likely be made on arguments of emotion. For this reason the results of the Rizal experiment should be welcomed, since they serve to provide a certain measure of objective data.

It is interesting to note that the all-English curriculum did significantly better than the other two, but that the English-in-grade-five plan worked better than the English-in-grade-three. This result took everybody by surprise, and it will be interesting to see what recommendations are made for the future of the public school curriculum.

It is of course possible that the results of the experiment represent a built-in bias that was not adequately controlled. Any experimentation with human beings is dangerously subjective. But a great many safeguards and controls were built in, not the least of which was the large number of students involved. This was necessary to insure enough grade-six finishers to guarantee statistically valid results. In addition there was extensive testing--before, during, and after the six years. There was an English proficiency and a language aptitude test before any classes were begun, English proficiency tests at the end of every year except grade five, and subject matter proficiency tests at the end of grades four and six. Every effort was made to record data that might conceivably affect the results: the age of each child in months, the number of days of school he attended each year, the qualifications of each of his teachers, the facilities of the classroom and the school where he studied, the socioeconomic status of the home he came from, and language aptitude as measured each student's achievements in his own first language. All of these were used in the adjustment and testing of final scores in an attempt to eliminate all but the variables being tested.

The results may indicate a failure to utilize the inherent advantages of the mother tongue for instruction, or they may point to a situation where English is at the present time a more effective language for education in the Philippines. If the experiments do nothing else, they should give persons involved in education pause, with a recommendation that drastic changes in a curriculum should be made only after careful preparation and testing on a significant scale to accurately predict results. This is no area for highly emotional, impulsive, or precipitus action.

The second major curriculum experiment was in the province of Iloilo, carried out between June 1961 and April 1964, though the classes were followed an additional year under local leadership. The question that prompted this experiment was: Given the desirability or need to learn two additional languages in the elementary school, is it better to learn both at once or delay one? In the event that the second course is preferable, should the language closely related to the students vernacular be delayed or should the very different language? In specific terms, given a Hiligaynon medium of instruction for two years, should English and Pilipino both be taught in grade one, or should one or the other be delayed a year? If so, which?

The results of this experiment were also surprising. The group that did best was the one that studied both English and Pilipino from grade one, thus contradicting the often heard criticism that three languages in grade one was a serious handicap. It made relatively little difference if Pilipino was delayed a year, but considerable difference if English was. Again there are probably many other factors that might explain these results, but the same care was taken to foresee and collect all possible data that might conceivably have an effect on the results, and these data were utilized in computing adjusted scores.

One additional project was carried out at the PCLS, separately financed but integrated neatly into the Center program. This was the Tagalog materials production project, financed by the U.S. Office of Education with an initial grant of $128,721. This grant was to produce four items that were badly needed by English speakers who had a need to learn Tagalog: a basic course, an intermediate reader, a reference grammar, and a bilingual student dictionary. This project amply justified the Center's name and helped to counteract the imbalance that has long been felt in cultural relations between the Philippines and the United States.

A team of four writers and a typist, assisted by the technical staff of the Center planned and wrote the first item. They were counseled by an Advisory Committee that included the names of many of the eminent Tagalog scholars in the Philippines. Also vital assistance to this project was rendered at UCLA, first by the contrastive study of English and Tagalog made by Mr. Stockwell, and later by work on the reference grammar, the third item of the package, by Mr. Paul Schachter and Miss Fe Otanes.

As of this writing the basic course has appeared and has been well received by professional critics. Also, to everyone's surprise, the first edition sold out in only one year. Apparently the need has been far greater than anyone suspected.

One feature of this course that has undoubtedly made it more attractive is the extensive and comprehensive set of recordings that accompany it. Making these (and other) recordings has been the primary contribution of the early experimental laboratory project. The recordings for Beginning Tagalog, as the basic course is titled, are of high professional and technical quality. They fill fifty-three 1800-foot reels of tape. Requests for copying services have come faster than present facilities can handle them.

The second item, Intermediate Readings in Tagalog, appeared in 1968. The third item, the Tagalog Reference Grammar is a completed manuscript, for which photocopy is being made, and the dictionary is not far behind. This series is a major contribution to Malayo-Polynesian linguistics.

Perhaps a word is in order on the difference between Tagalog and Pilipino. By constitutional mandate a national Philippine language was to be established. Tagalog was chosen, not as that language, but as the basis for the language that would be developed. In actual practice the name chosen for the national language, Pilipino, has been applied to the form that is taught in the schools. This differs from the spoken language in certain ways: in formality level, in the attempt to manipulate certain features, in the deliberate introduction of certain loan words, and in the exclusion of others. To date Pilipino is a spoken language only on certain public ceremonial occasions and in normal use as a special subject in the schools.

Tagalog, on the other hand, is the language traditionally used in the Tagalog-speaking provinces of Central Luzon and on some of the surrounding islands. In the mouths of the typical users it has no literary elaboration--it is the language of the people.

Pilipino, then, is used in the Center projects designed for use in Philippine schools. Tagalog is used for the spoken language of Manila, which was the norm accepted for the four items to be developed in the Tagalog materials project.

The activities and projects described at length above represent the major contributions of the PCLS, but do not exhaust the entire list. There were numerous other smaller projects, consultation assignments, screenings, etc. Some of these should be listed to give an accurate idea of the full scope of Center activities.

Mention was previously made of Center assistance in the selection of grantees to be sent by ICA (later AID) to the United States, and of a certain amount of misunderstanding as to the role and function of the Center. When the time came for the second annual screening committee, two people were offered from the Center staff to assist. The offer was conditionally accepted, providing the two would have only one vote. At that moment a new Center policy was enunciated with the statement: "We won't want any votes. We'll just give you our professional opinion on who among the candidates look most attractive to us, and you decide, using or ignoring our advice, who you want to send." The problem of role and function disappeared, and during the next several years all candidates were recommended by unanimous approval of the screening committees.

Center personnel helped screen Fulbright candidates, and later candidates for the PNC program. Also on several occasions members of the staff assisted in orientation sessions for departing grantees, as well as offering advice on an individual basis.

Members of the Center staff made a test to be used in evaluating students applying for study grants to the United States, which was considered good enough to warrant an official commendation from Washington. The last information available indicated that this test was still in use, after five or six years.

One staff member at PCLS helped make and appeared in a special trailer to be shown with a USIS film on teaching pronunciation. The purpose of the trailer was tc make the film more meaningful and useful in the context of the Philippines.

One Co-Director and later another gave consultation help in setting up and directing the U.S. Embassy language program. The early versions of the Tagalog materials were tried out on Embassy students with superior results. Also the Embassy has had the benefit of at least four highly trained and professionally competent specialists from the Center staff to teach in its Tagalog program. This has produced one of the most effective language programs available in any American Embassy.

Advice and consultation was offered to a constant stream of visitors and letter writers on a wide variety of subjects having relevance to language teaching. These involved school programs, teacher training, text authors, etc. A steady stream of invitations to speak, write articles, appear on radio or television interviews, etc., came to the Center, and these requests were rarely turned down. In these activities a lot of assistance was given to the private schools and universities of the Philippines. One staff member served on the language committee of the American School, a private school attended by the children of many of the local international community.

Not only English programs but also Spanish and Philippine language teaching were often the subject of these minor projects. On one occasion in collaboration with the Philippine Normal College an experimental Spanish course was offered to high schools which not only demonstrated the superior results to be expected of linguistically oriented teaching, but that a program with little public support among students could conspicuously succeed when the course was offered on an optional basis. This class was observed by a national conference of Spanish speakers; the chief difficulty was convincing the visitors that the students had had only one semester's exposure.

A professional library was maintained at the Center, and many visitors were motivated by the chance to consult and borrow books. Often these visits also entailed a professional conversation about the problems. Though it was difficult to keep track of books on the open shelves of the library, their availability was a great asset in a country where books are expensive and hard to get. Credit for the initial collection of the library is due the USIS, whose generous donations of professional books did much to establish the services the Center was able to offer.

One contribution of considerable dimension was made to the Radio and Television Education Unit of the Bureau of Public Schools. One Center staff member produced a series of sixteen teacher-training tapes under the general title English for Teachers, that were played and replayed many, many times over the radio in Manila and from provincial stations in all parts of the country as well as at numerous teacher-training workshops and seminars. These programs featured a discussion of a teaching problem usually with a well-known guest appearing on the program, a song to be learned, and a demonstration class made up binationally of American and Filipino children. The programs were highly successful, and are probably still being used.

The same staff member used her considerable talent to assist in the production of regular programs to be broadcast to classrooms within the range of the transmitters. The programs were much improved with the assistance of a native-speaking and experienced consultant and editor, and her loss was seriously felt when she completed her tour and left the country. To help fill the need she had so effectively demonstrated, arrangements were made for help on a continuing basis by members of the Association of American College Women, a service organization with a plentiful supply of not-too-busy native speakers of English.

These, then, constitute a picture of the activities of the Philippine Center for Language Study over a period of nine years of its formal existence. Its first grant, of $684,000 dollars was for a five-year period, 1957 to 1962. A second grant had been foreseen as a possibility in the original project proposal and was definitely planned as early as 1960. It was requested of the Rockefeller Foundation and offered, in the amount of $430,000, mainly for the purpose of completing the major outstanding projects in 1962: the English elementary school series of language texts, guides, and manuals; the monograph series, and the curriculum experiments. The follow-up grant was for three years of full operation, with a year and a half allowed for phase-out and the write-up and publication of the final part of the Rizal experiment. The total Foundation grant for nine years, then, amounted to $1,078,900, which was augmented by the U.S. Office of Education grant of $128,721 for the Tagalog materials project. The grant total for project activities directly financed was $1,207,621.

At the present time it is not possible to say that the language-teaching problems in the Philippines are solved. Perhaps they never will be. But a great deal has been accomplished. The textbooks and monographs will serve for many years to come. There is a large number of trained people available to grapple with old and new problems. At UCLA over 90 Filipinos were given specialized training, 76 from the public schools, of these at least 43 are currently in key positions. A large amount of interesting and useful data is available for the use of the officials charged with the operation of the public school system, and for those whose responsibility it is to define and establish educational policy.

Perhaps the most gratifying continuation of the work encouraged and assisted by the UCLA Philippines program is the Language Study Center at the Philippine Normal College. This is a program of high quality, full of vitality and promise. It is in close touch with the realities of Philippine education and offers training tailored to current needs. The program is under the direction of a capable and well trained staff and is enthusiastically supported by the administrative officers of the College. Indeed the Language Study Center has set the pace for improved standards of education in the entire College.

The potential of this program has been recognized by the Ford Foundation, which has supplied a developmental grant of $312,000 to help the growth and effectiveness of the program. Under the terms of this grant the University of California, Los Angeles, has a continuing role in the area where it labored so long. A student and staff exchange program assures personal contact in both directions between the College and the University for the next few years. In 1967 the grant was renewed for an additional three years with a support figure of $485,550.

The University has been ably represented at the College, by two exchange professors and by a series of top caliber graduate students. The College has reciprocated with students and has sent one of its senior staff members as visiting professor to UCLA, during the 1967-68 academic year. UCLA is proud and happy to play a role in the continuing development of language programs in the Republic of the Philippines.

APPENDIX A

PROPOSAL FOR A FIVE-YEAR PHILIPPINE-UNIVERSITY OF CALIFORNIA LANGUAGE PROGRAM

(For presentation to the Regents and the Rockefeller Foundation)

Summary

The Department of English (with the assistance of the School of Education) of the University of California, Los Angeles, proposes, on behalf of the University and with the backing of the Rockefeller Foundation, to carry out a program for the improvement of language instruction and for the study of some of the important aspects of language problems in the Philippines. The program would be developed under the supervision of the University in close cooperation with the Philippine Department of Education and other Philippine institutions, as well as with U. S. Government-supported and private agencies interested in the problem.

While attention would be focused primarily on the improvement of instruction in English, the scope of the program would include the entire problem of language in the Philippine schools. University-employed personnel would be at all times ready to lend any aid which might be requested of them by those concerned with instruction in the vernaculars and in the Filipino Language and with other linguistic problems.

Initially the program would be for a five-year period, with the possibility of extension for another period following the first five years. It is believed that such a long-term project can give much-needed continuity to existing efforts to make American educational and financial resources available to the Philippine leaders who are dealing with the language problem in the schools.

The Department of English at Los Angeles is taking this initiative, upon the suggestion of the Rockefeller Foundation, because of repeated requests for such a program from Philippine officials--requests which have been made officially and unofficially to the U. S. Embassy in Manila, the U. S. Information Agency, the U. S. Educational Foundation, and the ICA-Philippine mission. All these agencies have stated that they would welcome the action of a University and a private Foundation in the matter because of the flexibility which a program under such auspices would permit.

Background and Justification

When American troops occupied the Philippines somewhat over half a century ago, they found the system of public instruction almost non-existent. In order to prepare the Islands for eventual self-government, the U. S. officials felt it was imperative to build up a large-scale system of public schools as rapidly as possible. The multiplicity of languages spoken by the Filipinos and the lack of printed materials in most of these languages led us to the conclusion that it would not be possible to offer education in the pupils' native tongue. So the American authorities chose English as the universal medium of instruction, and undertook the nearly unique experiment of educating an entire nation in an utterly foreign language.

Probably no other decision was possible under the circumstances, but using English to educate people who speak another language outside of school hours involves very serious problems and disadvantages. These latter have become painfully apparent since World War II, the independence of the Philippines, and the emergence of Tagalog as the Filipino Language. Today the future position of English in the life and education of the Islands is in grave doubt.

Moreover, the quality of the English spoken by graduates of the Philippine schools has declined disastrously in recent years. This is due to a number of factors, many of them attributable to lack of funds for public instruction: decrease in the number of years of instruction, scarcity of reading and instructional materials, increased proportion of untrained teachers, larger classes, disappearance of American teachers, rise of nationalistic feeling. There is evidence that the Filipino child now graduates from high school with less knowledge of English than a fourth grader in the United States has. The channel through which the substance of education must flow is being blocked.

For many reasons the United States is concerned with the situation. Knowledge of a common language is now perhaps the strongest bond which unites us with the Filipinos. We should be most loath to see that bond weakened and to risk the consequences which such a weakening might entail. At present the Republic of the Philippines is probably the most democratic nation in the Far East, and certainly the most favorably inclined toward the United States. But it is a platitude that democracy cannot long flourish without an educated citizenry.

In a sense, we helped create the language problem in the Island schools when we instituted instruction in English. It would seem to be our moral obligation--as well as being to our best interests--to offer our fullest cooperation in seeking a solution to the problem. To discover the best formula for mixing the vernaculars, Tagalog, and English will require years of careful experimentation. Meanwhile, ways must be found to increase the effectiveness of instruction in English if much of Philippine education is not to be reduced to a mockery.

The seriousness of the underlying problem has been emphasized over a long period of years by research reports, repeated statements of Filipino and American educators, and the recommendations of various commissions. The Honorable Secretary of Education of the Philippines, Gregorio Hernandez, Jr., in conference with the University's representtatives on January 18, 1957, stated in essence that "such a project would be unparalleled in the history of the Philippines and Southeast Asia, would have an importance equal to that of the community-school movement, and would be basic to the development of intellectual competency and the national welfare of the Republic."

The Department of English at Los Angeles has for some time felt the need of enlarging its offering in English as a foreign language. Our students from abroad have repeatedly urged the setting up of more advanced courses tailored to their special needs. There has likewise been a demand on the part of Americans as well as the nationals of other countries, for instruction in methods of teaching English as a second language. At present, no university west of the Mississippi and only two or three in the East offer such instruction, though the demand for teachers trained in this specialty has risen rapidly in recent years. The U. S. Government in its various overseas programs, our colleges in handling their foreign students, and our public schools in their Americanization Departments, all are in dire need of well equipped teachers. Facilities established with the help of the Rockefeller Foundation to train teachers brought to the University from the Philippines would thus at the same time serve an even wider purpose.

A project such as that suggested here would be altogether appropriate in a department whose chief function is the preparation of teachers of English.

Plan of Organization

It is generally agreed that the best methods of attacking the problem are: 1) the in-service and pre-service training of teachers in the Philippines; 2) the training of second-language specialists both in the Philippines and in the United States; 3) the production of instructional materials; 4) research and experimental projects.

It is therefore proposed that activities be carried out both in the Philippines and in the United States. At the Los Angeles Campus of the University of California the program would involve setting up a one-year course of study leading to a Certificate in the Teaching of English as a Second Language specially designed to meet the needs of a group of Filipino teachers and supervisors brought to the University of California on scholarships. In Manila there would be established a Philippine Center for Language Study, which would have responsibility for carrying out the field program in the Philippines.

The Department of English would appoint a Project Supervisor, who would be charged with the over-all coordination of activities both in the United States and in the Philippines. He would also be in immediate charge of the training program set up on the Los Angeles Campus, teaching most of the special courses which this would involve. He would represent the University to the Philippine Center, and the Center to the University, residing in Los Angeles but being prepared to spend several months of each year in the Philippines. If there is need, other technical advisers from the University would be asked to provide their services on these missions.

The Project Supervisor would be aided in Los Angeles by a small faculty Advisory Committee,[1] including a representative of the School of Education, appointed by the Chancellor. At present this committee consists of Dr. Franklin Rolfe (Divisional Dean of Humanities), Dr. James Phillips (Chairman of the Department of English), Dr. William Lucio (School of Education), and Dr. Clifford H. Prator (Department of English).

The University would have final responsibility and authority in carrying out all aspects of the plan, but it should also be specified that all appointments to posts in the Philippine Center must be approved by the Advisory Board in Manila and that all research or teaching projects in the Philippine schools and colleges must be approved by the Manila Board and by any other necessary Philippine authorities. Thus the budget of the entire project would be the direct responsibility of the University and all decisions on the expenditure, accounting, and management of the funds would rest with the University after any necessary consultation with the Rockefeller Foundation. However, the program budget of the Philippine Center should be prepared initially and submitted by the Advisory Board in Manila, subject to the final approval of the University.

The Philippine Center for Language Study

The Philippine Center would engage in some or all of the following activities:

1. The development--in collaboration with Philippine educators and officials and with all interested American agencies--of a coherent, long-term plan for improving English in the Philippines.

2. Basic research such as: a) large-scale, significant-sample testing; b) descriptive linguistic analyses of the differences between English and the Philippine languages; c) study of language policy in the schools of bilingual and multilingual countries; d) the setting up of experimental classes to test the efficacy of various teaching methods and combinations; e) effective study of the use of the Filipino Language in relation to the languages used in the schools; and f) development of oral English speech patterns.

3. Assistance in the development of undergraduate courses in the teaching of English as a second language in the teacher-education colleges in the different regions of the Philippines.

4. Organization of regional seminars or workshops for the in-service education of the teachers and supervisors in the field.

5. Assistance and encouragement of some selected Philippine colleges which have the necessary resources and facilities to develop

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[1] Later designated the Executive Committee.

graduate courses in the field of teaching English as a second language. Although the Center would provide technical and material assistance in this project, the course instruction and the degree awarded would be the responsibility of the institutions concerned. It is expected that within an appropriate time these colleges would be training centers for students, teachers, and scholars from other Southeast Asian countries.

6. Selection of representative key teachers, supervisors, and other personnel from the Philippine schools for one year of training in the special Philippine Teacher-Education Program at UCLA.

7. Development of teaching materials and audio-visual aids and publishing of instructional and informational materials.

In view of current developments in the Philippines, it appears desirable in the initial stages of the project to concentrate effort on: 1) improving instruction in Grades I and II where English will henceforth be taught as a separate subject, with the vernaculars as the medium of instruction; 2) helping to set up a required course in the teaching of English as a second language in the normal schools.

In the beginning, the Center's staff would consist of a Filipino Director, an American Assistant (or Co-director), and a Secretary. The Director should possess both administrative experience in the Philippine School system and technical linguistic skills. He need not possess extensive background in linguistic science. The Assistant Director (or Co-director) should be a person with extensive training in linguistics and the teaching of English as a second language who can guide and direct the technical aspects of the program of the Center. The University Project Supervisor will exercise close over-all supervision.

If it seemed desirable to do so, both the Director and Assistant Director might be appointed as temporary members of the faculty of the University of California.

The Advisory Board in Manila would function under the chairmanship of the Secretary of Education of the Philippines, and the present Secretary, the Honorable Gregorio Hernandez Jr. has graciously consented to serve in this capacity. The membership of the Board would be worked out to the mutual satisfaction of the Secretary and the University, and would include representatives of appropriate Philippine and American agencies. From time to time the Board would utilize the consultative services of technically trained personnel from the Philippine educational system; this would probably involve setting up ad-hoc planning committees to design specific projects.

Subject to the final approval of the University of California, the Board would formulate the broad policies of the Center. The appointment of a Director and technical staff for the Philippine Center would be made by the University only with the prior approval of the Board. The Board should pass upon the program budget and specific projects submitted by the Director. It should also pass upon the nominees who may be submitted by the Director for the scholarships granted from Rockefeller funds at the University of California and in local institutions. The Board should meet at regularly specified times and at such other times as may be requested by the Chairman. The Director should supply copies of the minutes of all Board meetings to the Project Supervisor.

Though a firm definition of the duties of the Center staff would be developed later, the following basic responsibilities seem likely at this stage of planning.

The Director, in consultation with the Assistant Director and the faculty Advisory Board, would ascertain program needs and take the initiative in planning projects. He would provide the necessary Center services for the staff and correlative agencies. He would develop a strong program of information and public relations. He would provide close liaison with the Office of the Secretary of Education and the Philippine schools. He would provide all necessary administrative services for the selection and pre-departure orientation of trainees and the follow-up upon their return from UCLA. He would initiate the administrative planning necessary for field-service programs. He would provide all necessary reports and statistics.

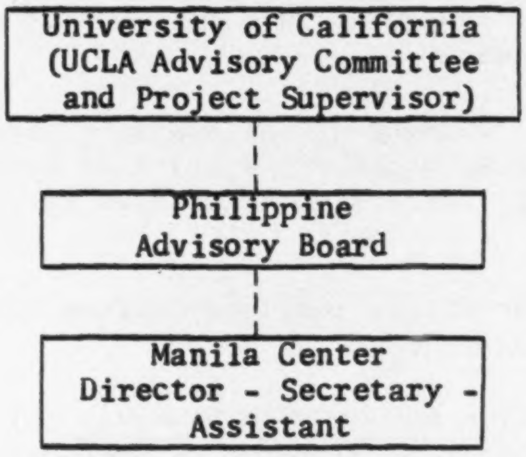
The Assistant Director (or Co-director) should be an American technical specialist in second-language teaching and linguistics. He would be responsible for the initiation, development and supervision of the technical aspects of the program. He would design and direct research projects and assist the institutions which are conducting projects approved by the Board. He would plan and direct the trainee follow-up by devising and validating in-service programs. He would develop pre-service programs.

As Secretary a highly trained typist-stenographer with some knowledge of the linguistics field would be a necessity.

Technical Staff. As program planning develops, other technical staff should be hired, both as long-term employees of the Center and as short-term consultants. The present budget provides for two long-term technical staff members beginning January, 1958; for one more beginning July, 1958; and for a total of three every year thereafter. It provides for one consultant for three months in 1957-58, and one for every year thereafter. Such personnel might have responsibility for regional programs in the Islands, or engage in special research, demonstration teaching, or production of materials.

It is recommended that the Center be located in the Department of Education building and that any necessary construction be paid for from Center funds, with the understanding that equipment and facilities would revert to the Bureau if and when the project were terminated. It is further recommended that the Center should pay the Department an amount to be agreed upon for rent and utilities. Such an arrangement would have mutual advantages. Books purchased by the Center could be placed in the Curriculum Library and an outstanding collection could thus be developed in Manila to serve as a model and a source for all schools in the Islands. The close proximity to other offices in the Department and to the Secretary would also be important. In addition, the Department is a center for school personnel who visit Manila, and this would be a distinct advantage to better communication.

GENERAL ORGANIZATIONAL CHART



The Teacher-Education Program in Los Angeles

This would take the form of a one-year course of study leading to a Certificate in the Teaching of English as a Second Language. Prerequisite for admission: An educational background sufficient to qualify the student as a teacher in his home country. In so far as is feasible, all courses would be oriented toward Philippine problems. The nucleus of those enrolled in the curriculum would be ten or more Filipino English teachers or supervisors brought to the University of California each year during a period of at least five years on scholarships.

The major portion of funds for the scholarships should be provided from sources other than the Rockefeller Foundation grant to the University. This would offer an excellent opportunity for collaboration with other agencies, and would conserve the Rockefeller funds--with their flexibility--for developing other phases of the project.

Nevertheless, the University of California must have a reasonable guarantee that at least ten trainees will be enrolled each year to justify the expense and effort involved in setting up the special teacher-education program.

The present version of the project and its budget are predicated on the assumption that the scholarships will be provided in the following manner:

a) Two scholarships each year from Rockefeller funds. These are included in order to make certain that, in an emergency, individuals of particular value to the program but who for some reason may not be eligible for the grants of other agencies, can be provided for.

b) Eight scholarships each year to be supplied, upon the request of the Secretary of Education, from Philippine-International Cooperation Administration foreign aid funds. These trainees should be selected by the Advisory Board upon recommendation of the Director of the Philippine Center, with the final approval of the University of California. They should be processed, if possible, through direct cabinet approval.

c) The U. S. Information Service, the U. S. Educational Foundation, the Asia Foundation, and any other interested agencies will be urged to participate by providing such fellowships as may be consonant with their purposes.

The Certificate in the Teaching of English as a Second Language would require satisfactory completion of 24 units of courses. The core of the work would be four new courses to be offered by the Department of English.

Two of these would be practical language courses designed to improve the trainee's command of English:

1. Speech 103K. Phonetics for Foreign Students (3) I. A study of the sounds, rhythms, and intonation patterns of American English, applied to the improvement of the students' own accent; extensive drill in pronunciation; use of recording equipment.

2. English 106K. Advanced Composition for Foreign Students (3) II. Exercises in writing and conversation based on literature dealing with American life and thought, with the aim of improving control of idiomatic expression.

The two others would deal with methods and materials:

3. English 370K. The Teaching of English as a Second Language (3) I. Bibliography, survey and evaluation of methods and materials; the nature of language learning; analysis of the differences between two languages as the basis of instruction.

4. English 370L. Problems in the Teaching of English as a Second Language. Seminar (3) II. The development of plans and materials to meet the various needs of pupils of different language backgrounds in primary schools, secondary schools, and adult classes. Observation and supervised teaching in schools where a large proportion of the students have a mother tongue other than English.

Already existing courses would be taken to satisfy the remaining 12 units required:

5. Linguistics 170. Introduction to Descriptive Linguistics. The principles of linguistic analysis, with examples drawn specially from the Malayo-Polynesian languages and English.

6. English 111. The Structure of Modern English.

7. An elective in the Department of English; a substantial course in literature.

8. An elective outside the Department: e.g., Audio-Visual Education, School Health Education, Secondary School Dramatics, Growth and Development of the Child, American Folklore, the Intellectual History of the United States.

The courses would be taken in the following sequence:

	(Language)	(Linguistics)	(Professional)	(Electives)
First Semester	Phonetics and Speech	General Linguistics	Second Language Methods	English Literature
Second Semester	Composition	Analysis of English	Individual problems Supervised teaching	Audio-Visual etc.

The program would not be limited to the classroom; every effort would also be made to provide a wealth of extra-curricular experiences such as concerts, lectures, visits to museums, contacts with professional and civic organizations, wide acquaintance with University faculty, and trips to points of interest. Housing arrangements would be sought which would afford wide acquaintance with native speakers of English.

Schedule of Operations

The development of the program would take place in three phases: 1) to May 31, 1957; 2) June 1, 1957--June 30, 1958; 3) July 1, 1958--June 30, 1962.

In Phase One preparations will be made to get the program into operation by the fall of 1957. To this end, the basic five-year project and request for funds is submitted herewith for the approval of the Regents of the University of California and, with the consent of the Regents, of the Rockefeller Foundation.

A request of this magnitude must be considered by the entire Board of the Rockefeller Foundation, which meets in the first week of April and does not meet again for six months. Unless this project can be approved by the Regents in March and Foundation in April, therefore, all phases of the program will be delayed by at least six months.

During Phase One the process of choosing a Director, an Assistant Director, and an Advisory Board for the Philippine Center should be pushed as far as possible. As soon as funds for operation during 1957-58 are assured, the appointments will be made. It is hoped that both Director and Assistant can be appointed by the middle of May, and enter on their functions as soon as possible after June 1, 1957.

An arrangement covering the eight annual scholarships from ICA funds beginning in the summer of 1958 should also be worked out by the Secretary of Education by June 1, 1957.

Phase Two would include the first year of the program's operation. During this period attention would be devoted primarily to developing the Philippine Center, leaving the launching of the program in Los Angeles until the fall of 1958 (though two of the four new courses will be offered in 1957-58).

The Project Coordinator and possibly another representative of the University would return to Manila in May or June to assist in the launching of the Center and further program planning.

This year should see the completion of the physical installation and staffing of the Center, the drawing up of full plans for the five-year program in the Philippines. It should include study of courses in second-language teaching for undergraduate curricula. Several in-service training projects should be carried out. If a large-scale testing project is decided on, it should be completed within the year. If the Center is to work on teachers' manuals for first- and second-grade English, these should be well under way. If we are to place field workers in the provincial normal schools, preparations for the reception of these should be completed.

By the end of the year the first group of trainees, chosen because of their potential usefulness to the program, would leave for the United States.

In Phase Three, the ensuing four years, the program would be in full operation. Personnel trained at the University of California would become available for workshops, demonstration classes, and projects for the collective development of materials. Field staff would be on hand to work with trainees and help them answer the inevitable question, "How do I apply what I have learned?" Teaching materials based on sound research would be produced. Appreciable progress should have been made toward solving the problem of the language instruction through research and scientific experimentation.

As teacher-education programs similar to that established in Los Angeles are developed in the Philippines in preparation for the withdrawal of the University from activities in that country, the University can change the focus of its U. S. program so as to include more Americans and nationals of other countries.

By the end of the period, with scores of teachers and supervisors trained in the United States, hundreds influenced by in-service and pre-service training in the Philippines, and thousands reached through printed materials, a very deep impact should have been made on English instruction throughout the Islands. There is no doubt that this would constitute a unique achievement in Philippine education, an example of technical cooperation of broad significance, and a notable contribution to the welfare of the Philippines, to the improvement of America's position in the Far East, and to the international prestige of the University of California.

The unique features of this project appear to be:

1. The program at UCLA will include the only permanent course of study in an American University designed specifically for the nationals of another country.

2. The combination, under a single agency, of a training program in the United States and a field station abroad to select individuals for training and to lend them effective aid in their jobs after training.

3. The flexibility and independence provided by a free private American agency serving the interests of another country.

4. The continuity and long-range planning made possible by a guaranteed five-year period of operation, during which the human and technical resources of the world's largest university are made available.

5. The possibility of developing a regional center of English instruction for Southeast Asia.

Budget

The budget below is organized into two phases: 1) the 13-month period from June 1, 1957, to June 30, 1958; 2) the succeeding four years, with 1958-59 presented as a type-year. Figures for the first phase can be given with reasonable confidence. It appears impossible at present, however, to draw up a finished budget covering the entire period of more than five years, since the final stages of the program's development can be foreseen only in general terms until much further planning has been carried out in the Philippines. At the same time, there must be assurance of long-range support before the University can undertake the first serious steps.

Therefore the original request to the Rockefeller Foundation includes for each of the three succeeding years, a sum equal to the budget for the type-year, 1958-59. This would insure the continuance of at least a minimum effective program for the desirable period of time. It would be understood that supplementary requests may later be made to cover the expansion of the program after 1958-59.

In this presentation, budget figures are organized so as to indicate the proportional amount of the total sum which would be spent on the program in Los Angeles and on that in the Philippines.

Since long-range planning is involved, it should be understood that funds from one budget category might be transferred to another category if the need for this should arise.

APPENDIX B

REQUEST FOR AN EXTENSION OF THE PHILIPPINE-UCLA LANGUAGE PROGRAM

This is a request to the Regents and administrative authorities for authorization to extend the duration of the Philippine-UCLA Language Program for a period of three years, July 1, 1962, to June 30, 1965. Such an extension will necessitate a new approach to the Rockefeller Foundation to obtain a grant of $430,473, which would cover the cost of the extended Program. No changes in administrative structure or technical aims are contemplated.

History and Financing

The Board of Regents agreed to the participation of the University of California in this Program at its meeting of March 15, 1957. In early April of that year the Rockefeller Foundation made the University a grant of $684,000 to finance the operation for the period June 1, 1957 - June 30, 1962. The Program is thus currently at the end of the fourth year of the originally authorized five. From the beginning it was understood that the question of an extension, to be supported by a second grant from the Foundation, would be examined in due time.

The program has had two primary purposes: (1) to help, at the invitation of the Philippine Government, in the solution of some of the language problems of the Philippine educational system; (2) to build up at UCLA facilities for training teachers of English as a Second (Foreign) Language. The progress made toward achieving these goals is recorded in the three annual reports which have been distributed to officials of the University and the Foundation.

Activities have been carried on both at UCLA and in the Philippines, where the University has set up the Philippine Center for Language Study in Manila. The Center functions as a nuclear mechanism whereby all Philippine and American agencies interested in strengthening language instruction in the Islands work together to coordinate their planning and pool their resources. Contributions of other agencies such as the Philippine Government, ICA, the U. S. Department of State, the Asia Foundation, have actually exceeded the Rockefeller Foundation contributions. Thus during the last three years teachers studying at UCLA under this program have been awarded scholarships from cooperating agencies amounting to some $270,000.

Structure

An Executive Committee at UCLA, appointed by the Chancellor, has been given final authority in matters of policy and in approving expenditures. The members of this Committee are the Divisional Dean of Humanities (Chairman), the present and former Chairmen of the Department of English, a representative of the School of Education, and the

Project Supervisor. The latter has responsibility for coordinating activities in Los Angeles and in Manila.

Two Co-Directors head the staff in Manila. They have joint responsibility for all projects carried out in the Philippines; the Filipino Co-Director (one of the country's most distinguished educators) concerns himself particularly with administration and liaison with Philippine agencies, whereas the American Co-Director (a linguist) is in charge of the technical part of the work.

An Advisory Board in Manila plans projects and counsels the Co-Directors. The Chairman of this Board is the Undersecretary of the Philippine Government's Department of Education. Current members include the Director of Public Schools, the Director of Private Schools, a representative for Institutions of Higher Learning, the Director of the Institute of National Language, a representative of the Education Division of the National Economic Council, the Executive Secretary of the U. S. Educational Foundation (i.e., the Fulbright Commission) of the Philippines, and a representative of the Philippine Normal College. Also on the Board are representatives of ICA and the Cultural Branch of the Embassy (USIS).

In Manila, a staff at present of twenty-eight members, carries out the various projects of the Center. They are the Co-Directors; two Americans, one a linguist, the other a language specialist; a coordinator for the Rizal experiment; four Filipino writers of language guides; two field service teachers; one writer of an experimental reader for the Rizal experiment, assisted by three other writers; five writers for a Tagalog materials project, an artist, a general secretary-receptionist, an IBM operator, four typists, and an office assistant. In addition, five consultants are in the service of the Center in various areas of activity.

Program

A. At UCLA

1. Contrastive analyses of English and four different Philippine languages have been or are being prepared to serve as a basis for the construction of materials for teaching English.

2. Under a separate NDEA contract, a Tagalog reference grammar is being written for speakers of English.

3. A 24-unit postgraduate curriculum leading to a Certificate in the Teaching of English as a Second Language has been established.

4. Each year fifteen to eighteen Filipino teachers have been trained so that they can return home and occupy key positions in the educational system as textbook and curriculum writers, teachers of teachers, supervisors, etc. Increasing numbers of non-Filipinos, including Americans, have been given the same training.

5. A language laboratory for the teaching of English has been installed and an excellent special collection of reference materials has been built up.

B. In the Philippines

1. Teachers' guides and readers for English instruction in the lower elementary grades have been prepared and published.
2. A monograph series of research and orientation materials is in preparation.
3. Many instructional tapes have been prepared and circulated.
4. Under the NDEA contract materials for teaching Tagalog are being written: beginning text, intermediate readings, bilingual dictionary.
5. Large-scale controlled experimentation on basic problems of language instruction is being carried out in the provinces of Rizal and Iloilo (the Rizal and Iloilo Experiments).
6. Local linguistic research has been greatly stimulated by research grants and seminars in the techniques of contrastive analysis.
7. An intricate program of in-service training has been carried out to acquaint teachers with the use of the new materials.
8. A good start has been made toward building up, at the Philippine Normal College, a graduate program for teachers of English which will soon be able to do much of the training which must now be done in the United States.

Need for Extension

On June 30, 1962, when the current Rockefeller Foundation grant expires, the chief items of unfinished business will be: (1) textbooks for teaching English in the last two grades of the Philippine elementary schools; (2) completion of the Rizal and Iloilo Experiments and publication of the results; and (3) continued strengthening of the program of graduate instruction at the Philippine Normal College. If the effect of the work already done is not to be dissipated, these projects must be carried through to a conclusion.

Careful calculations indicate that an extension of three years would permit the completion of the entire Program. No changes in structure or purpose are contemplated for the period of the extension, and most of the current personnel would continue to be employed. A recent devaluation of the Philippine peso, decreased need for new equipment, and the phasing out of certain projects would permit the operation to be carried on during 1962-65 at a somewhat reduced annual cost, estimated to amount to $430,473 for the triennium.

APPENDIX C

POLICIES AND PROCEDURES FOR THE PRESENTATION AND APPROVAL OF PROJECTS

1. Projects to be carried out in the Philippines will normally originate with the two Co-Directors of the PCLS, but may also be submitted in due form by members of the Advisory Board in Manila or the Executive Committee in Los Angeles. There would then be three acceptable routings for a project to follow: (1) Co-Directors to Advisory Board to Executive Committee, (2) member of Advisory Board to Co-Directors to Advisory Board to Executive Committee, (3) Executive Committee to Co-Directors to Advisory Board to Executive Committee.

2. The greatest care should be taken not to commit the Center, even by implication, to a project before the approval of the Advisory Board and the Executive Committee has been obtained.

3. A clear distinction should be drawn between research projects (linguistic analysis, information on education policy, controlled experiments, the preparation of teaching materials) and service projects (in-service seminars, demonstration classes, dissemination of information and materials, etc.).

4. Each project, when written up for presentation, will be provided with a summarizing cover sheet (see Exhibit A - Project Record). When first presented, each project will be given a temporary designation consisting of R or S (indicating whether it is a research or service project) plus a letter. The first research project would thus be R-A, the fourth service project S-D, etc. When approved by both Advisory Board and Executive Committee, the project will be given a permanent designation in which the final letter is replaced by a number: R-1, S-4, etc.

5. A service project presentation should include: (1) a justification (need for the project, its relationship to the basic aims of the program and to other projects); (2) a detailed plan (organization of work, personnel directly involved, cooperating agencies and individuals, setting, schedule of operations); (3) a statement of expected results including such evaluation and follow-up as may be planned; and (4) a detailed budget. Service projects should not involve any extensive use of the Center for the teaching of classes; however, its use for small study groups, seminars with key personnel, etc., is not precluded.

6. A research project presentation should cover the four points mentioned in Item 5 above. In the case of a project involving controlled experimentation and testing, it is especially necessary that the procedures contemplated be spelled out in detail (see Exhibit B - Points to be Considered in Planning a Project which Involves Controlled Experimentation and Testing).

7. It is suggested that, in reviewing projects, the Advisory Board and the Executive Committee consider such questions as:

   a. Is it useful?
   b. Is it well designed?
   c. Is the individual who will conduct it technically qualified?
   d. Can it be carried out without too great demands on the time of personnel and without unreasonable disruption of the rest of the program?
   e. How does it fit into the long-term plans of the Center?

   And in case the project involves controlled experimentation:

   f. Can a high degree of objectivity be maintained?
   g. Does the research involve a replicable situation?
   h. Are value terms excluded?
   i. Are the variables well-defined?
   j. How adequately can controlled observations be carried out in the area?
   k. Can behavior in the area be measured?

EXHIBIT A

Project Record

(Cover sheet for research and service projects.)

Temporary designation before approval: ____________________
(R-A, S-A, S-B, etc.)

Date presented by Co-Directors: ____________________

Date approved by Advisory Board: ____________________

Date approved by Executive Committee: ____________________

Designation after approval: ____________________
(R-1, S-1, S-2, etc.)

Title: ____________________

Brief description: ____________________

____

____

____

Center personnel required: ____________________

Center space required: ____________________

Estimated cost to Center program budget: ____________________

Estimated time required for completion: ____________________

Date begun: ____________________

Date completed: ____________________

(February 17, 1958)

EXHIBIT B

Points to be Considered in Planning a Project which Involves Controlled Experimentation and Testing

1. Problem

2. Basic hypotheses

3. Experimental variable

4. Dependent variable
   (criterion behavior)

5. (a) Universe
   (b) Sample

6. Sampling technique to be used

7. General procedure:
   (e.g., ex post facto, projected, descriptive, genetic)

8. Specific procedures:
   (e.g., before-after, experimental and control groups, time sampling, polling, etc.)

9. Relevant variables (to be controlled):
   (e.g., age, sex, socio-economic status, study habits, etc.)

10. Control technique to be used:
    (e.g., precision control (pairing), frequency distribution control (matched means and variabilities), randomization, analysis of covariance, training of observers, etc.)

11. Statistical tests of significance of results:
    (e.g., Chi Square, t-tests (means, correlation, coefficients, etc.), F-tests (analysis of variance and covariance), etc.

12. Equipment (if any):
    (e.g., one-way screen, laboratory equipment, tests, scales)

13. If tests or other measuring instruments to be used to measure the dependent variable, how will they be developed? How will their validity and reliability be determined?

14. Facilities required

    (a) Personnel required
        (Qualifications of such personnel)

(b) Subjects to be used:
  (1) number
  (2) age
  (3) grade
(c) Time required:
  (1) in-school or out-of-school
  (2) length of sessions
  (3) number of sessions
  (4) spacing of sessions
(d) Facilities required:
  (1) space
  (2) assistance of teachers, consultants, etc.

APPENDIX D

LIST OF ALL PCLS RESEARCH AND SERVICE PROJECTS

Research Projects

Designation	Title	New or Cont	Date of Approval
R-1 *	Production of Grade II Instructional Materials	New	14 Jul 1958
R-2 *	A Kit of Materials for the Training of Teachers in the Provinces	New	14 Jul 1958
R-3 *	PCLS Research Grants	New	14 Jul 1958
R-4 *	Linguistic Analysis Project	New	14 Jul 1958
R-5	Revision of Teachers Guides for Publication	New	22 Jul 1959
R-6	Development of a Reader Series	New	22 Jul 1959
R-7 *	Rizal Experiment	New	22 Jul 1959
		Cont	29 Jul 1960
		Cont	13 Jul 1961
		Cont	14 Jun 1962
		Cont	1 Aug 1963
R-8 *	A Monograph Series on Applied Linguistics	New	22 Jul 1959
		Cont	29 Jul 1960
		Cont	13 Jul 1961
R-9	Production of Language Tapes	New	7 Sep 1959
R-10	Seminar in Methods of Contrastive Analysis	New	22 Dec 1959
R-11	The Development of Instructional Materials for Tagalog	New	29 Jul 1960
		Cont	13 Jul 1961
		Cont	14 Jun 1962
		Cont	1 Aug 1963
R-12	Continuation of Teachers Guide Series	Cont	29 Jul 1960
R-13	Seminar in Methods of Contrastive Analysis	New	28 Dec 1960
R-14 *	Iloilo Second-Language Experiment	New	17 Feb 1961
		Cont	13 Jul 1961
		Cont	14 Jun 1962
		Cont	1 Aug 1963
		Cont	1 Sep 1964
R-15	Laboratory Research	New	8 Jun 1961
R-16	Production of Guides, Texts, and Manuals in English	Cont	13 Jul 1961
R-17 *	College English Materials	New	18 Apr 1963
R-18	Evaluation of Guides for Grades I and II	New	18 Apr 1963
R-19	Revision of the Guide in Pilipino for Grade I	Cont	1 Sep 1964
R-20	Assistance to the Radio Education Section, Bureau of Public Schools	New	1 Sep 1964

Service Projects

S-1 *	Orientation Classes for Grade II Teachers of English (in Teaching English as a Second Language)	New	14 Jul 1958
S-2 *	Field Service Project	New	14 Jul 1958
S-3	Experimental Laboratory	New	4 Mar 1959
S-4	National Orientation Classes for Grade III Teachers on the Teaching of English as a Second Language	New	19 Mar 1959
S-5	Field Service Seminars	New	22 Jul 1959
S-6 *	A Graduate-Level Program of Specialization in English Teaching	New	4 Apr 1960
S-7	National Orientation Classes for Grade IV on the Teaching of English as a Second Language	New	14 Apr 1960
S-8	Field Service	Cont	29 Jul 1960
S-9 *	Attendance of Supervisors of English at the PNC Summer Program	New	23 Mar 1961
S-10 *	Experimental Broadcasts in Second Language Teaching	New	23 Mar 1961
S-11	National Seminar for Academic Supervisors	New	8 Jun 1961

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* Included in Appendix E or F

APPENDIX E

THE FIRST SIX PCLS PROJECT PROPOSALS[1]

1. Project R-1

Project Record

Temporary designation before approval: R-A

Date presented by Co-Directors:	July 2, 1958
Date approved by Advisory Board:	July 2, 1958
Date approved by Executive Committee:	July 14, 1958

Designation after approval: R-1

Title: Production of Grade II Instructional Materials

Brief description: Writing of the manuscript of a tentative guide for teaching English as a second language to Filipino Grade II pupils.

Center personnel required: One technical staff member as writer, another as consultant, an illustrator, a typist

Center space required: One room

Estimated cost to Center program budget: ₱14,600

Estimated time required for completion: One school year

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[1] The project proposals in Appendices D and E are reproduced just as they were presented and approved. The careful reader will note discrepancies in these proposals and their description and effect as reported in the main body of this paper. In many cases experience or unanticipated conditions dictated a modification in the original plan. Preserving the original versions may help illustrate how the projects developed.

Production of Grade II Instructional Materials

I. Justification

In June 1957, the teaching of English as a second language was introduced to Grade I in Philippine Public elementary schools. In view of the unfamiliarity of the Grade I teachers with the concept of second language at the time, short orientation classes, workshops, and seminars on the subject had to be organized for them on national, division, district, and school levels. The "familiarization" program included methods as well as basis, preparation and use of instructional materials. The teachers being not yet in a position after such orientation to prepare satisfactory linguistically sound materials, teaching units that make up the Tentative Teacher's Guide in Teaching English in Grade I currently being prepared by the Bureau of Public Schools are released from time to time for their guidance. These units are in sufficiently detailed form to carry on the teachers' orientation where the workshop or seminars, or classes leave off. The units involve the goals to be achieved, the patterns to be taught, and the teaching aids and procedures to be used. The teachers and supervisors now use these units as their "manuals" of instruction in teaching English as a second language in Grade I.

Grade II teachers, who are taking over the pupils taught the second-language way in Grade I, now need similar orientation and instructional materials for second-grade level. They need it as much as the Grade I teachers did.

II. Plan of Operation

A. Organization of the work

1. The tentative guide for teaching English in Grade II will be written at the Philippine Center for Language Study by one assigned to work on it full time.

2. The material is to be distributed through the Bureau of Public Schools for trial by Grade II teachers.

B. Personnel involved

1. A full-time staff member employed by the PCLS for the purpose of writing the Grade II material.

2. A consultative committee made up of:
   a. The General Office Supervisor of English, Bureau of Public Schools.
   b. A member of the technical staff, Philippine Center for Language Study.
   c. A division supervisor of Grade II, Manila.
   d. A division supervisor of music, for Grade II, Manila.

3. An illustrator.

4. A typist.

C. Cooperating Agencies: Philippine Center for Language Study and the Bureau of Public Schools.

D. Setting: Philippine Center for Language Study.

E. Schedule: One school year, to begin as soon as possible, completion and use by the end of March 1959.

III. Results and Evaluation

A. Results

1. Production of manuscripts of the units for a tentative guide for teaching English as a second language to Filipino Grade II children.

2. Trial use by Grade II teachers (This is the service end of the project).

3. Revision (a subsequent project, not a part of this one).

4. Mass production of the units for the use of every Grade II teacher. (This is the second step still to be explored in the solution of the problem of producing instructional materials for Grade II).

B. Evaluation

1. Evaluation by the Consultative Committee in draft form and after observation of its trial use in certain Grade II pilot classes.

2. Observations of the following on its use in the field.

   a. A representative of the PCLS technical staff.

   b. Teachers and supervisors in the various divisions as embodied in their reports and as required by the project.

IV. Detailed budget

A. Year's salary of full-time writer of the material	₱6000
B. Cost of preparation and initial distribution only of 5,500 copies of the material (mimeograph paper stencil, mimeograph ink, etc.)	8000
C. Illustrator's fee	600
	₱14,600

2. Project R-2

Project Record

Temporary designation: R-B

Date presented by the Co-Directors:	July 2, 1958
Date approved by the Advisory Board:	July 2, 1958
Date approved by the Executive Committee:	July 14, 1958

Designation after approval: R-2

Title: A Kit of Materials for the Training of Teachers in the Provinces

Brief description: To implement the work of the field service teachers (Project S-B) we propose to work out a set of materials for them to take to the field. The set should include (1) an outline of, or the lesson guides for the English language materials for Grades I and II; (2) information about the English language; (3) background materials about language and language teaching.

The kits may be prepared at the Center by the field service teachers, under the supervision of the Center technical staff, as part of the teachers' training and orientation. In the field, the teachers would leave a set in each school they visit.

Center personnel: Technical staff including the field consultants

Clerical help

Center space: An office, a file, access to the reading room

Estimated cost: ₱616.40 (for the initial supply of dittoed material)

A Kit of Materials for the Training of Teachers in the Provinces

I. Justification

To implement the field service program described in Project S-B, we propose to develop a set or a kit of materials that the teachers can take to the field. This kit should contain (a) an outline of the patterns, in sequence, to be taught in the English language classes of Grades I and II; OR a set of the lessons and teachers guides for Grades I and II as prepared by the Bureau of Public Schools.

(b) Information about the English language of use to a teacher of the elementary grades, including, if possible, the more notable contrasts with the language of the particular region.

(c) Clues to the pronunciation of English and drills to help teachers and students acquire better production.

(d) Comments on the sequence of patterns, the significance of each and ways to present and expand them.

(e) Background materials: methods of second language teaching, excerpts from leading texts, and a bibliography. This one should attempt to clear up doubts and misconceptions about language by showing what language is and how it operates.

With materials of this nature, the field service teachers can document their services and leave behind them tangible help for the teachers to refer to.

II. Plan of Operation

1. During the training period of the field service teachers, part of the training will consist of participation in writing the contexts of the kit.

2. The materials will be dittoed, and each teacher will be given 150 copies to take with her, with more to follow as she calls for them. She will leave one copy at each school she visits.

3. The kits will serve as frames of reference in the field. The teachers can be sure of effective use of the materials and can observe the faults and virtues of the lessons described in (a). The background materials (c) can serve as a basis for workshop meetings and briefings on language matters.

4. On their return to the Center after working in Region 1, the teachers will suggest revisions and improvements and will work them out with the help of the Center personnel.

5. Eventually the kit should be printed and illustrated in pamphlet form for wider distribution.

III. Expected Outcomes

1. The better materials the field service teacher has to work with, the more effective her work will be.

2. Each school she visits will have available written information on second-language teaching.

3. The materials, especially the lessons and guides, will be used effectively because of the visits and suggestions of the field service teacher.

Cooperating Agencies

The Bureau of Public Schools and the Philippine Center for Language Study

IV. Estimated Expense

1. Lesson units and guides will be furnished by the Bureau of Public Schools

2. Paper, stencils, and mimeographing (initial supply) ₱616.40

3. Project R-3

Project Record

Temporary designation before approval: R-C

Date presented by Co-Directors: July 2, 1958

Date approved by Advisory Board: July 2, 1958

Date approved by Executive Committee: July 14, 1958

Designation after approval: R-3

Title: PCLS Research Grants

Brief description: Grants will be made to researchers (preferably teachers or administrators on the staffs of Filipino schools and colleges, public or private, or in government agencies) who present meritorious projects for research in linguistics, the teaching of languages, linguistic policy in multilingual areas, and similar or related subjects.

Center personnel required: None

Center space required: None

Estimated cost to Center program budget: ₱4,000 (+publicity charges)

Estimated time required for completion: July 1, 1958-June 30, 1959

PCLS Research Grants

I. Justification

It is highly desirable to stimulate research in the areas of the Center's interest by other than Center-connected personnel. The Center has neither the desire nor the ability to preempt this research field, nor is it fitting that it should. Research should proceed in a milieu of general scholarly interest and concern if its results are to be understood and applied, and to help to produce this milieu is one of the primary aims of the Center. Existing funds for research in these areas are limited, and the sum suggested will serve to ascertain whether many meritorious scholarly projects are being held in abeyance by lack of funds.

II. Plan of Operation

Grants will be made by a Committee composed of the two Co-Directors of the Center and another member designated by the Advisory Board. (In the absence of an American Co-Director, the awards will be made by the other two members.) Grants should be made on the basis of the scholarly merit of the project, not its immediate usefulness or applicability.

Each applicant must submit a thorough description of his project: its purpose, scope, method, supposed value, probable time of completion, and a detailed budget for the support requested. Grants may be made for the purchase of supplies or books unavailable to the researcher, for research assistants, to provide the researcher with free time to devote to his project, or for any other purpose deemed worthy by the Committee.

The Committee may advertise the grants in any way it desires and may request small additional Center funds for this purpose. A report on the results obtained through each grant is to be made by each recipient. These reports shall be preserved at the Center (and in duplicate at Los Angeles) and presented in summary to the Board in a Committee report at the end of the year.

III. Results and Evaluation

See I and II.

IV. Budget

The only budget item required is the fund of ₱4,000 and small additional funds for publicity.

4. Project R-4

PROJECT RECORD

Temporary Designation: R-D

Date presented by Co-Directors:	July 2, 1958
Date approved by Advisory Board:	July 2, 1958
Date approved by Executive Committee:	July 14, 1958

Designation after approval: R-4

Title: Linguistic Analysis Project

Brief Description: (1) An intensive, high-level seminar in the contrastive analysis of Philippine languages and English, and (2) the completion, in consultation with local authorities and informants, of the contrastive study of Tagalog and English already being prepared for the Center.

Center personnel required: Clerical help

Center space required: Uncertain

Estimated Cost: ₱11,600

Estimated time for completion: Two months

Linguistic Analysis Project

I. Justification

The most fundamental principle underlying a scientific approach to language teaching is that instructional materials should be based on contrastive analysis of the language of the learner and the language to be learned. It is highly desirable that, as soon as possible, there should be a number of Filipinos fully prepared to make such contrastive analyses.

Dr. Robert Stockwell of the University of California has for the past year been engaged in making preliminary analysis of Tagalog and English. He is also guiding the work of three doctoral candidates who are analyzing Ilocano, Cebuano, and Pangasinan respectively. He wishes to have his analysis checked by Filipino scholars and teachers before presenting it in final form suitable for publication in September 1959. He needs direct experience in hearing the language spoken in the environment which produces it. When finished, this analysis will become the keystone of the scientific foundation on which much of the work of the PCLS will rest.

II. Plan of Operation

It is proposed that Dr. Stockwell be brought to Manila as a consultant for the PCLS for a period of at least two months, beginning as early as possible in June 1959. While here he would: (1) conduct an intensive seminar in the contrastive analysis of Philippine languages and English for a small and carefully selected group of scholars, and (2) complete his own study of Tagalog in consultation with local authorities and informants.

No more than ten persons should be accepted as participants in the seminar, and these should be in a position to devote the necessary amount of time to it. A reading list should be sent to all participants as far in advance as possible so that the work may proceed on a high professional level. Participants may be drawn from private colleges and universities as well as from public institutions and government departments, the selection being made by the Co-Directors of the PCLS, aided by one other person designated by the Board. The selection should be based primarily on the degree of previous training and the potential usefulness of the applicants.

The seminar might be offered under the joint sponsorship of the Department of Education, the University of the Philippines, and the Ateneo de Manila. The meetings of the group could take place in such settings as the PCLS, the Extension Division of the University of the Philippines, the Ateneo, or other institutions depending on where the best facilities and equipment are available. If credit is to be given for the course, the classes should, of course, be held at the institution giving the credit.

III. Expected Results

(1) An appreciable increase in the number of technicians able to do structural linguistic analysis in the Philippines and greater penetration and validity in their work; and (2) a more complete and accurate analytical basis for language instruction in the Philippines than is available in any other country.

IV. Budget

Consultant's salary and per diem for 60 days	₱8,400
Instructional materials	200
Travel to and from the Philippines	3,000
	₱11,600

5. Project S-1

Project Record

Temporary designation before approval: S-A

Date presented by Co-Directors: July 2, 1958

Date approved by Advisory Board: July 2, 1958

Date approved by Executive Committee: July 14, 1958

Designation after approval: S-1

Title: Orientation Classes for Grade II Teachers of English (in teaching English as a second language)

Brief description: Orientation of 61 pilot Grade II teachers of English, one from each school division under a separate superintendent. These pilot teachers in turn will conduct similar orientation classes and undertake other professional activities along the same lines for Grade II teachers in their respective divisions and (whenever possible) teach pilot Grade II classes in English.

	PCLS	BPS
Personnel required:	1 (2 or 3 if including typist, mimeographer, and/or illustrator)	2 (4 including typist and technician to attend to recording and other audio aids)
Space required:	None	2-3 rooms and library
Estimated cost[1] to:	₱14,880 (per diems of 60 teachers, excluding delegate from Manila at ₱8.00 a day for 51 days)	₱5970.40 (transportation to Manila excluding that for the Manila delegate)

Estimated cost to Center and Bureau: ₱20,850.40

Estimated time for completion: 31 days[2] (actual working days: four 5-day weeks)

Date to begin: August 4, 1958 (Leave station August 1)

Date to finish: August 29, 1958 (Arrive station August 31)

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[1] This does not provide for typing, mimeographing, technical, or janitorial services. Neither does it include cost of transporting books, tape-recorders, etc.

[2] Three days are allowed for coming to Manila and another three for the return trip to the delegates' respective divisions.

Orientation Classes for Grade II Teachers of English

I. Justification

In May, 1957, orientation classes for Grade I Teachers of English were organised by the Bureau of Public Schools on a national basis. These classes were attended by a Grade I teacher delegate from each school division and the division supervisor of English or academic supervisor as observer. The purpose of these classes was to acquaint the teachers, who later became the pilot teachers in their respective divisions, with the techniques and materials of instruction used in teaching English as a second language in Grade I before they started classes in June, 1957. This was essential inasmuch as the Revised Philippine Educational Program, which took effect in June, 1957, announced the use of the oral approach in the teaching of English in the first two grades.

Last year, the Grade I teachers were taken care of. It is now necessary to orient the Grade II teachers similarly if the second-language teaching program started in Grade I is to continue. Otherwise what has been started by Grade I teachers cannot be carried out by the Grade II teachers.

II. Plan of Operation

A. Organization of the work.

1. Each of the 61 school and city divisions will be asked to send the best qualified Grade II teacher in the division as its representative to the orientation classes. This teacher becomes the pilot Grade II teacher in the division on her return. She will conduct orientation classes similar to the ones she attended for Grade II teachers in the division, undertake other professional activities along the same lines, and (whenever possible) teach a pilot Grade II class in English that may be observed any day by other Grade II teachers. At the end of the school year she reports on her activities and observations on the second-language teaching program in the division, including the use of Grade II instructional materials contemplated in Research Project A. It would be highly desirable to have the Grade II teacher assigned to the same pilot school to which the Grade I pilot teacher has been assigned.
2. The classes will be conducted by staff members from the Philippine Center for Language Study and the Bureau of Public Schools.
3. The classes will attempt to cover the following: the philosophy and principles of second-language teaching, application of second-language principles in the teaching of English in Grade II, speech improvement, and the use of some audio-visual aids for more effective teaching in English.

B. Personnel involved

1. A member of the technical staff of the Philippine Center for Language Study.
2. Two members of the English Section of the Bureau of Public Schools.
3. Possibly two guest consultants on audio-visual aids, including a music supervisor who can teach the class some of the Grade II songs used in the Teacher's guide contemplated in Research Project A to reinforce the teaching of patterns in English.
4. A typist-mimeographer to take care of the handouts (The same person in Research Project A will do.) from the PCLS.
5. Possibly a technician to help with the audio aids from PCLS.

C. Cooperating agencies: Philippine Center for Language Study and the Bureau of Public Schools

D. Setting: One of the Manila schools under the Division of City Schools.

E. Schedule: Tentatively the month of August, 1958, if the project is approved early enough for the notice to reach the field in time for each division to arrange to send its delegate. Classes may start August 4 (leave station August 1) and end August 29, 1958 (arrive station August 31).

III. Results and evaluation

A. Expected results

1. In-service training of 61 pilot teachers of Grade II English teachers who in turn will train the Grade II teachers in their respective divisions, thus spreading training all over the Philippines.
2. More effective language teaching (including reading) in Grade II as a result of the teacher's understanding of the philosophy, principles, and techniques of second-language teaching.
3. More effective use of instructional materials and methods in Grade II geared to specific Filipino difficulties in learning English.
4. Better coordination of teaching English in Grades I, II, and III.

B. Evaluation

1. Observation of Grade II classes by qualified individuals, such as the Bureau of Public Schools English supervisors, Philippine Center for Language Study staff, and other qualified observers not directly connected with the project.

2. Reports of teachers and supervisors on the training received and the follow-up activities undertaken in their respective divisions.

IV. Detailed budget

A. Estimated cost to PCLS, representing per diems of 60 teachers, excluding the delegate from Manila at ₱8.10 a day for 31 days ₱14,880.00

B. Estimated cost to the Bureau of Public Schools, representing transportation expenses of 60 delegates to Manila excluding that for the Manila delegate ₱5970.40

C. Estimated cost* to Center and Bureau ₱20,850.40

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*This does not provide for typing, mimeographing, technical, or janitorial services. Neither does it include cost of transporting books, tape-recorders, etc.

6. Project S-2

Project Record

Temporary Designation before Approval: S-B

Date presented by Co-Directors:	July 2, 1958
Date approved by Advisory Board:	July 2, 1958
Date approved by Executive Committee:	July 14, 1958

Designation after approval: S-2

Title: Field Service Project

Brief Description: A proposal to send four teachers, trained and experienced in second-language teaching, at the invitation of Division Superintendents, to stay in one region for at least a semester, going from school to school, to work with the elementary school teachers by visiting their classes, working on their control of the language, helping them prepare their lessons, etc. They would also support the efforts of those teachers and supervisors who had received orientation in Manila to spread their training even farther.

Center personnel required: The technical staff of the Center

Center space required: An office, and access to the reading room

Estimated cost to the Center program budget: ₱22,000 for four teachers for eight months

Date to be begun: Probably November 1, 1958

Date to be completed: Probably June 30, 1959 (initial stage of 8 months only)

Field Service Project

I. Justification

To furnish in-service, on-the-spot help to thousands of elementary school teachers in the provinces, and to supplement the efforts of Manila-oriented teachers and supervisors, we propose to send out some four teachers who have had second-language training and experience either in the United States or here. At the invitation of the Division Superintendent of Schools, the consultants would settle down in a region long enough to go from school to school with materials and advice and help. (They would, of course, be working through and with the English supervisors.)

The elementary school teachers need this help urgently because they have been plunged into foreign-language teaching without too much help in the way of materials and training. They must be able, in classes of fifty to eighty children, to (1) teach the basic skills, using the language of the home and the region, (2) introduce English as a foreign language in a twenty-minute period each day and (3) in non-Tagalog areas, present the National Language in a twenty-minute period each day. Such a schedule calls for skill of a high order.

II. Plan of Operation

A. The field service teachers will be members of the Center's technical staff.

B. An initial period of training and orientation will precede their field work.

1. A period of from one month to six weeks would be spent at the Center and Bureau during which the consultants would refresh themselves on their knowledge of linguistics, their control of English, and their grasp of the practical aspects of second-language teaching, with emphasis on elementary-school problems.

2. They should acquaint themselves thoroughly with the region or regions to which they expect to be assigned: in language, economics, and the like.

3. They should help in the production of the kit of materials that they will take with them to the field. (See Project R-B.)

C. Following the training period, they will report to the Superintendent of a given division, and plan to spend a semester going out from a headquarters established in the region.

1. In the field they will visit classes and confer with teachers. They will get to every school in the region at least once, and preferably more than that. In their visits they might coach the teachers in the production of the patterns they are about to teach, for example. They might go over the lessons with them and explore the implications and work out adjustments.

2. They will be expected to work with those first- and second-grade teachers who will have undergone orientation in Manila by supporting their efforts to have area workshops and by helping them spread their training a little farther. In these workshop sessions, personnel from private schools will be welcome.

D. After a semester's work in one region, the teacher would return to the Center to evaluate the work, revise the materials, and generally get recharged.

E. She would then go out to her second assignment of the year: a different region where she would carry out the activities outlined above.

F. Agencies involved

1. For orientation, pre-training, and follow-up: staff of the Philippine Center and the Instruction Division of the Bureau of Public Schools.
2. For carrying out the work in the field: District Superintendents, English supervisors, principals, and teachers of the schools of each region.

III. Expected results

A. More elementary school teachers equipped to handle their formidable language assignment.

B. More widespread understanding and acceptance of language behavior and second-language teaching methods.

C. More effective use of the carefully prepared teaching materials of the Bureau of Public Schools.

D. Better mastery and production of English and other second languages throughout the provinces.

E. The transition to third grade and to English as the language of instruction will be more effective.

F. The number of people skilled in second-language teaching will be increased by four.

IV. Budget

(This budget is based on 8 months figures, assuming that the first year of operation will begin November 1st and end on June 30.)

One teacher:	
Salary	₱4,000 (annual: ₱6,000)
Travel (Manila to Region and return)	300 (average)
Per diem (@₱20 based on an average of 10 days for six months. Covers those days when the teacher is away from regional base.)	1,200
	₱5,500
Four teachers:	₱22,000

APPENDIX F

SELECTED SUBSEQUENT PCLS PROJECT PROPOSALS

1. Project R-7

Project Record

Temporary Designation before Approval: R-G

Date presented by Directors: July 14, 1959

Date approved by Advisory Board: July 14, 1959

Date approved by Executive Committee: July 22, 1959

Designation after Approval: R-7

Title: Controlled Experimentation

Brief description: The language problem of the Philippines, always considered thorny, may yield partly to an experimental approach which attempts to find answers to such issues as: (1) To what extent and how best may the major vernaculars provide the background for the target languages, Filipino and English? (2) what are the most effective ways of teaching the four aspects of a language: listening, speaking, reading, and writing? and (3) what relationships does the cultural environment bear to the teaching of language as a tool subject?

To seek answers to the questions or to modified, relevant issues, it is intended to set up a cooperative experimental project, perhaps of from one to two year's duration. The design, organization, and conduct of this research project constitute the subject matter of this proposal.

Center personnel required: A consultant contracted by the Center to assist the PCLS and BPS technical staffs, with the cooperation of UP and PNC.

Center space required: Laboratory, or a room of the Center.

Estimated cost to Center budget: ₱14,300

Time required for completion: December, 1959 - December, 1961

Controlled Experimentation

I. Justification

The changing social order has demanded of the educational system a continuing reappraisal of language as a tool of learning. In the Philippines, it is meshed into the multilingual situation, the desire to spread education more effectively among all social classes, the growing pains of a national consciousness, and the hope to achieve greater participation in world affairs.

While the language problem may be approached from a priori judgment, comparative study, logic, or historical point of view, experience has shown greater validity, therefore wider acceptance, for experimental findings. This research project intends to carry forward what experiments previously undertaken have brought to light.

II. Detailed Plan

A. Organization and procedure

1. The designing of the research project and the direction for the establishment of base lines will be undertaken by a committee consisting of technical personnel from PCLS and BPS, with representation from UP and PNC. This committee will be assisted by the PCLS consultant who will be brought to the Philippines for the purpose.

2. From time to time, as the committee may find necessary, it may present stages of its work to a larger consultative body of educators as a means for finding relevant directions and for creating a favorable climate for implementation, especially after the experiment.

3. Control and experimental classes will be selected in such critical grades as Grades I, III, V, and First Year in selected schools of Manila and neighboring provinces. The organization and conduct of these control and experimental classes will require articulation and rapport of the school hierarchy involved and of this hierarchy and the committee that designs the project, develops the testing instruments needed, and collates the facts secured.

4. It is possible that the committee may release materials from time to time to indicate partial results to the hierarchy referred to above. Certainly, the committee is bound to publish a full report at the end of the experiment.

B. Personnel involved

1. A PCLS consultant

2. A committee of technical personnel from PCLS, BPS, UP, and PNC, one of them being the director

3. A consultative body

4. The school hierarchy

C. Cooperating agencies

PCLS, BPS, UP, PNC

D. Setting

PCLS laboratory, or a room therein

III. Budget

Consultant (3 months)	₱12,600
Clerk, part time	1,200
Supplies, miscellaneous	500
Publication (See R-8, Monograph Series)	
	₱14,300

IV. Time

December, 1959 - May, 1960	- Designing research, establishing base lines, preparation of testing instruments
June, 1960 - March, 1961	- Experimentation
April, 1961 - December, 1961	- Organizing and writing up the materials, publication of the report

2. Consultant's Description of Project R-7

A Study of the Teaching of English as a Second Language and of Its Use as the Medium of Instruction Among Tagalog-Speaking Elementary School Children

Introduction

With the advice of the Executive Committee and the Advisory Board of the Philippine Center for Language Study, the staff of the Center planned in the Fall of 1959 an experimental study that would begin in June 1960 and continue for six years. The main objective of the study was to obtain data useful in improving the efficiency of the teaching of English as a second language in Tagalog-speaking areas of the Philippine Republic.

Purposes of the Study

The main purposes of the study were as follows:

1. To determine whether Tagalog-speaking children taught English as a second language in grades 1, 2, and 3 will be more proficient in English at the end of grade 3 if reading activities are introduced at the end of the third month of grade 1 or of grade 2.

2. To determine whether, for producing learning of the subject-matter of English, social studies, mathematics, and science among Tagalog-speaking children during grades 1 through 6, it would be most efficient to:

   a) begin using English as the medium of classroom instruction at the beginning of grade 1;

   b) shift from Tagalog to English as the medium of classroom instruction at the beginning of grade 3;

   c) shift from Tagalog to English as the medium of instruction at the beginning of grade 5.

Several subsidiary purposes were also formulated:

1. To make available a test of language aptitude for use with Tagalog-speaking children at the time of their entrance to grade 1, together with directions for administration, scoring, and interpretation of scores.

2. To make available tests of proficiency in English for children at the end of grades 1, 2, 3, and 6, together with a manual containing directions for administering and scoring the tests, norms, and data regarding the reliability of measurement.

3. To determine the extent to which the language-aptitude test administered at entrance to grade 1 predicts English proficiency at the end of grades 1, 2, 3, and 6.

4. To determine at the end of grade 3 the intercorrelations of the four measures of English proficiency used in this study.

5. To determine, among pupils at the end of grade 6, the interactions of language aptitude, grade level at which reading activities are begun in the teaching of English as a second language, and grade level at which English is first used as the medium of classroom instruction.

General Plan of the Study

The null hypothesis to be tested in carrying out the first main purpose of the study may be expressed as follows:

> The mean score of Tagalog-speaking children tested at the end of grade 3 with an English Proficiency Test after having been taught English as a second language with reading activities introduced on September 15 of grade 1 will be the same as the mean score of similar children tested with the same measure at the same grade level after having been taught English as a second language with reading activities introduced on September 15 of grade 2, all other conditions being the same.

It was recognized at the beginning that practical circumstances of school administration would preclude completely random assignment of pupils and teachers to experimental classes. Hence, plans were made to obtain data that would permit adjustment of means and variances by analysis-of-covariance techniques.

The null hypothesis to be tested in carrying out the second main purpose of the study may be expressed as follows:

> The mean achievement-test scores in social studies, mathematics, science, and English of Tagalog-speaking children tested at the end of grade 6 will be the same, respectively, for children taught in classes where English was the medium of classroom instruction from the beginning of grade 1, from the beginning of grade 3, and from the beginning of grade 5.

To test these hypotheses, data were obtained from five comparable groups of pupils. The method of assigning pupils and teachers to these groups will be discussed in detail in a later section of this report. All groups studied during grades 1 through 6 the standard curriculum specified by the Bureau of Public Schools, but varied systematically with respect to the date on which reading activities (as opposed to oral-aural activities) were introduced in teaching them English as a second language and with respect to the date after which English was used as the medium of instruction in the classroom. By group, the variations were as follows:

Group	Began Reading Activities in Grade	Began English as Medium of Instruction
1	1.3	1.1
2	1.3	3.1
3	1.3	5.1
4	2.3	3.1
5	2.3	5.1

A sixth group, which would have completed the logical pattern by beginning reading activities in grade 2.3 and beginning English as the medium of classroom instruction in grade 1.1, was judged by teachers to be impossible to handle. To conduct classroom activities for over a year in English without having the pupils engage in reading activities in English during that period did not seem feasible.

It is obvious from the design of the experiment that, other factors being equal, a comparison at the end of grade 3 of the mean scores in groups 2 and 4 on a criterion measure of English proficiency shows the effect of varying the date at which reading activities are begun for pupils who have used English as the medium of classroom instruction for one year. Such a comparison for pupils in groups 3 and 5 shows the effect of varying the date at which reading activities are begun for pupils who have never used English as the medium of classroom instruction.

Likewise, other factors being equal, comparisons at the end of grade 6 of the mean scores in groups 1, 2, and 3 on criterion measures of subject-matter achievement show the effect of varying the date after which English is used as the medium of classroom instruction for pupils who began reading activities in grade 1.3.

Measuring Instruments Used in the Study

Since the major purpose of the study was to determine the effect of different procedures on achievement at the end of grade 3 and at the end of grade 6, it was essential to obtain and use tests of proper difficulty and high validity. Since suitable tests were not available, it was necessary to construct them.

The English Proficiency Test (Grades 1-3)

The specifications for the English Proficiency Test to be used at the end of grade 3 were drawn up after consultation with all members of the professional staff at the Philippine Center for Language Study. It was decided initially to prepare three forms of a test that could be administered in not more than 60 minutes. When it was discovered that parts of the test were somewhat easy for the very best pupils at the end of grade 2, a revision of Form A, designated Form D, was prepared for use at the end of grade 3.

The outline for the English Proficiency Test, Forms A, B, C, and D, is as follows:

Part	Skill	Number of Items
1	Listening Comprehension	30
2	Oral Expression	
	Translation (Tagalog to English)	15
	Language Patterns	15
3	Reading Comprehension	30
4	Written Expression	
	Spelling	10
	Language Patterns	10
	Total	110

The English Proficiency Test (Grade 6)

For measuring proficiency in English at the end of Grade 6, Form E was prepared on the basis of the following outline:

Part	Skill	Number of Items
1	Listening Comprehension	15
2	Oral Expression (translation of Tagalog into English)	30
3	Reading Comprehension	30
4	Written Expression (mechanics of English: usage, idioms, diction, sentence structure, punctuation, organization of ideas)	60
	Total	135

Subject-Matter Achievement Tests (Grade 6)

Achievement tests covering the content taught in social studies, science, and mathematics were prepared for use at the end of grade 6. The test items were presented in English and in Tagalog in parallel forms.

Language Aptitude Test (Grade 1)

Since pupils could not be assigned to classes at the beginning of grade 1 in such a way as to make sure that the distribution of language aptitude from group to group would be essentially the same, it seemed wise to make provision for adjusting differences among groups in analysis of covariance. Consequently, a language-aptitude test was designed and administered to all pupils in experimental classes immediately after the beginning of the school year in June 1960. The outline of the test follows:

Part	Skill	Number of Items
1	Tagalog Vocabulary	30
2	Visual Perception	10
3	Aural Comparison of Sounds	10
4	Imitation of Sounds	15
	Total	65

The Teacher-Background Index

To provide a measure of the professional experience of the teachers of all experimental classes, a Teacher-Background Index form was prepared. Scores were obtained for each teacher simply by summing the number of years of paid experience he had had, the highest grade level attained in his education, and his official efficiency rating.

The School Facilities Index

The sum of numerical credits assigned to characteristics of ten different types of school facilities was obtained on a form prepared for the purpose. High scores indicate well-equipped schools.

The Pupil Socio-Economic Index

The sum of numerical credits assigned to characteristics of ten different types of evidence regarding the socio-economic level of each pupil's family was obtained. High scores indicate a high degree of literacy and the presence of material comforts in the home.

Days of School Attendance

The number of school days in which the pupil was in attendance in each school year was recorded.

Chronological Age

The pupil's chronological age in months at the time of his admission to school was recorded.

Formation of Experimental Groups

Considering the fact that the study was scheduled to run for six years and that there would be considerable loss of pupils in the experimental classes over that period of time owing to pupils dropping out of school entirely or moving to different neighborhoods, it was decided to include about 300 pupils in each of the five experimental groups. Allowing for the loss of half of the pupils during the course of the study, differences among the mean achievement scores of pupils in the five groups of the order of two-tenths of a standard deviation of the distribution of raw scores could still be established as statistically significant at the .05 level for the two main effects to be investigated.

Since elementary-school classes ordinarily comprise about 50 pupils, this meant that each of the five experimental groups would include six classes. Because pupils in the province of Rizal are Tagalog speaking and highly satisfactory administrative arrangements could be made there, it was decided to conduct the study in that province. Communities that varied considerably in socio-economic status were located and the cooperation of local school administrators and teachers was sought.

It was decided to have only one experimental class in any given school because few elementary schools would have enough entering first-grade pupils to permit forming a class for each of the five experimental groups and because out-of-class discussions among teachers, administrators, pupils, and parents about differences in teaching procedures used in the classes would be minimized if there were not more than one experimental class per school. Thirty schools and teachers were tentatively selected and the school-facility indexes and teacher-background indexes were obtained. The communities in which these thirty schools were located were classified by type as follows:

Type of Community	Code
Urban	1
Semi-Urban	2
Farming	3
Fishing	4
Cottage-Industry	5

Five sets of schools were then formed that had fairly similar average school-facilities indexes and teacher-background indexes and that were representative of all types of community. Lots were then drawn to assign each set of schools as one of the five experimental groups. Table 1 shows these data school by school.

TABLE 1

Rizal Experiment

Make-up of Experimental Groups

Group No.	School	Type of Community	School-Facility Index	Teacher-Background Index
I	Malabon Elementary (1.1)	4	19	104
	Marikina Elementary (1.2)	2	22	145
	Morong Elementary (1.3)	3	22	108
	San Juan Elementary (1.4)	1	21	112
	Taguig Elementary (1.5)	4	22	120
	Taytay Elementary (1.6)	5	21	114
	Sum		127	703
II	Alabang Elem., Muntinlupa (2.1)	5	16	102
	Caloocan Elementary (2.2)	1	22	121
	Cardona Elementary (2.3)	4	18	126
	F. Benitez Elem., Makati (2.4)	2	18	112
	Juan Sumulong Elem., Antipolo (2.5)	3	22	116
	Pateros Elementary (2.6)	5	19	134
	Sum		115	711
III	Cainta Elementary (3.1)	5	22	125
	Daanghari Elem., Navotas (3.2)	4	16	118
	E. Rodriguez Elem., Mandaluyong (3.3)	2	20	108
	Mandaluyong Elementary (3.4)	1	21	114
	Montalban Elementary (3.5)	3	19	113
	Tanay Elementary (3.6)	3	17	127
	Sum		115	705
IV	Baclaran Elementary (4.1)	1	18	133
	Binangonan Elementary (4.2)	4	19	115
	Las Piñas Elementary (4.3)	2	20	120
	Pililla Elementary (4.4)	5	20	107
	San Mateo Elementary (4.5)	3	19	112
	Tañong Elementary, Malabon (4.6)	2	20	114
	Sum		116	701
V	Baras Elementary (5.1)	3	19	113
	Dongalo Elementary, Parañaque (5.2)	2	19	125
	Grace Park Elem., Caloocan (5.3)	1	16	106
	Makati Elementary (5.4)	1	20	115
	Navotas Elementary (5.5)	4	20	127
	Sto. Niño Elem., Marikina (5.6)	5	19	109
	Sum		113	695

3. Project R-14

Project Record

Temporary designation before approval: R-0

Date presented by Co-Directors: January 24, 1961

Date approved by Advisory Board: January 24, 1961

Date approved by Executive Committee: February 17, 1961

Designation after approval: R-14

Title: Iloilo Second-Language Experiment

Brief description: A three-year experiment, which may be extended to six years, in which three groups, all using Hiligaynon as medium of instruction in Grades I and II and all using English as medium of instruction and Pilipino as a subject in Grade III, are organized as follows in respect to the second languages as subjects:

	Grade I	Grade II
Group 1	Pilipino English	Pilipino English
2	English	English Pilipino
3	Pilipino	Pilipino English

The experiment will find answers to the following problems:

1. At the end of Grade I, what is more proficient in English, Group 1 or Group 2? In Pilipino, Group 1 or Group 3?
2. At the end of Grade II, what is more proficient in Pilipino and English, Groups 1, 2, or 3?
3. At the end of Grade III, or of the other grades, what is more proficient in English and Pilipino, Groups 1, 2, or 3?
4. At the end of Grade III, or of the other grades, what excels in subject-matter achievement, Groups 1, 2, or 3?

Center personnel required: Part-time assistance of the Co-Directors and of the Coordinator of the Rizal experiment.

Center space required: Same space as now used for Rizal experiment.

Estimated cost to Center program budget:

Consultants' fees:	UCLA	₱
	Manila	1,000.00
Materials		5,000.00
Travel		500.00
Study grants		8,255.00
	Total	₱14,755.00

Iloilo Second-Language Experiment

I. Justification

The Rizal experiment is being undertaken to answer two questions: (1) Is it more efficient to introduce reading activities in English on September 15 of Grade I or of Grade II? and (2) where is it more efficient to begin using English as medium of instruction, in Grade III or in Grade V? Since Tagalog, as one of the ten major vernaculars, is the basis of Pilipino, the Tagalog region is linguistically dissimilar to the other regions in which two second languages - Pilipino and English - are taught as subjects in Grades I and II.

It is a general observation of supervisors and teachers that two second languages introduced at the same time cause difficulties in learning. The experiment proposed for Iloilo will not attempt to resolve problems given in the design for Rizal, but will be expected to answer questions dealing with achievement and with proficiency in English and Pilipino when both are introduced as subjects beginning Grade I and when each is introduced singly as a subject beginning the same grade, with the other taught in Grade II. It is hoped, in this manner, to determine the arrangement best adapted to learning of two second languages in the lower grades.

II. Detailed plan

1. With the assistance of the General Office, Bureau of Public Schools, and of the Philippine Center for Language Study, the experiment will be undertaken by the Division of Iloilo, assisted by the Iloilo Normal School, in cooperation with the Central Philippine University.

2. Needed curriculum materials will be developed in Iloilo and Manila, and funds for this purpose will be provided by the Division and by the Philippine Center for Language Study.

3. Seminars needed for the training of examiners, experimental teachers, and curriculum writers will be held, and expenditures in connection with these seminars will be borne by the Division and the PCLS.

4. Consultants will be employed as needed, with the PCLS paying the consultants' fees. The services of Dr. Frederick Davis will be availed of by correspondence for purposes of consultation.

5. Records will be kept in Iloilo and in the Philippine Center for Language Study.

III. Cooperating agencies

1. Philippine Center for Language Study
2. Bureau of Public Schools
3. Division of Iloilo
4. Central Philippine University
5. Iloilo Normal School

IV. Detailed budget

1. Consultants' fees	₱1,000.00
2. Materials: paper, ink, other supplies	5,000.00
3. Travel	500.00
4. Study grants	
Language guide in Tagalog	3,255.00
Seminar for examiners, experimental teachers, and curriculum writers	5,000.00
Total	₱14,755.00

4. Consultant's Description of Project R-14

A Study of the Teaching of English and Pilipino as Second Languages to Hiligaynon-Speaking Elementary School Children

Purposes of the Study

The main purposes of the study are to determine, if two second languages are to be taught in the elementary-school grades, (1) whether it is better to start both second languages at the same time or to start one before the other, and (2) whether it is better to spread a given amount of time in teaching a second language over grades 1 and 2 or to concentrate the time in grade 2 alone.

Subsidiary purposes of the experiment include:

1. Measuring the effect of variations in the subject placement of and time allotment for English and Pilipino in grades 1 and 2 on the proficiency of Hiligaynon-speaking pupils in English and Pilipino at the end of grades 2 and 3, and on their achievement in Social Studies, Arithmetic, Health and Science, Language, Reading, and Pilipino at the end of grade 3.

2. Constructing and obtaining norms for a verbal-aptitude test in Hiligaynon.

3. Constructing and obtaining norms for tests of proficiency in English and Pilipino in grades 1, 2, and 3, and for achievement tests in Social Studies, Arithmetic, Health and Science, Language, Reading, and Pilipino in grade 3, in schools where the medium of instruction in grades 1 and 2 is Hiligaynon and in grade 3 is English.

4. Determining the extent to which a verbal-aptitude test in Hiligaynon, administered at the beginning of grade 1, predicts achievement in school subjects at the end of grade 3.

Experimental Procedures

Three groups of pupils will be formed in such a way that they will be similar with respect to:

School facilities index,
Teacher background index,
Type of community.

Each group will include about 300 entering first-grade pupils in 7 classes. Pupils in each class will be chosen at random from entering first-grade pupils in each school. After the three groups have been formed, they will be assigned at random (by drawing lots) to programs of study already planned for Group I, Group II, and Group III.

The groups will be treated alike during their first three years in school except that:

Group I will study each of English and Pilipino as second languages for 30 minutes per day in grades 1 and 2, and English for 60 minutes and Pilipino for 50 minutes per day in grade 3;

Group II will study English as a second language for 30 minutes per day in grades 1 and 2 and for 60 minutes per day in grade 3, and Pilipino for 60 minutes per day in grade 2 and 50 minutes per day in grade 3;

Group III will study Pilipino as a second language for 30 minutes per day in grades 1 and 2 and for 50 minutes per day in grade 3, and English for 60 minutes per day in grade 2 and 60 minutes per day in grade 3.

The measuring instruments to be used will follow the outline of analogous tests used in the Rizal experiment. The dates on which data are to be obtained are shown in Table 1 and are self-explanatory.

Iloilo Experiment

TABLE 1: TENTATIVE LIST OF EVENTS BY DATE

Grade Place	Date	Activity	Group I	Group II	Group III
Beginning Grade 1	June 1961	Begin Hiligaynon as medium of instruction	Yes	Yes	Yes
		Teach English as subject	30 min/d	30 min/d	No
		Teach Pilipino as subject	30 min/d	No	30 min/d
		Give Language Aptitude Test (Hiligaynon)	Yes	Yes	Yes
		Give English Prof. Test, A, 1, 2	Yes	Yes	Yes
		Give Pilipino Prof. Test, A, 1, 2	Yes	Yes	Yes
		Get Quality of Instruction Rating	Yes	Yes	Yes
		Get School Facilities Rating	Yes	Yes	Yes
		Get Socio-Economic Rating	Yes	Yes	Yes
		Get Pupil's Chronological Age	Yes	Yes	Yes
End of Grade 1	Mar. 1962	Give English Prof. Test, B, 1, 2	Yes	Yes	Yes
		Give English Prof. Test, B, 3, 4	Yes	Yes	No
		Give Pilipino Prof. Test, B, 1, 2	Yes	Yes	Yes
		Give Pilipino Prof. Test, B, 3, 4	Yes	No	Yes
		Get Attend. Records of Pupils for Year	Yes	Yes	Yes
Beginning Grade 2	June 1962	Continue Hiligaynon as medium of instr.	Yes	Yes	Yes
		Teach English as subject	30 min/d	30 min/d	60 min/d
		Teach Pilipino as subject	30 min/d	60 min/d	30 min/d
		Get Quality of Instruction Rating	Yes	Yes	Yes
End of Grade 2	Mar. 1963	Give English Prof. Test, C, 1, 2, 3, 4	Yes	Yes	Yes
		Give Pilipino Prof. Test, C, 1, 2, 3, 4	Yes	Yes	Yes
		Get Attend. Records of Pupils for Year	Yes	Yes	Yes
Beginning Grade 3	June 1963	Begin English as medium of instruction	Yes	Yes	Yes
		Teach English as subject	60 min/d	60 min/d	60 min/d
		Teach Pilipino as subject	50 min/d	50 min/d	50 min/d
		Get School Facilities Rating (if needed)	Yes	Yes	Yes
		Get Quality of Instruction Rating	Yes	Yes	Yes
		Get Socio-Economic Rating	Yes	Yes	Yes
End of Grade 3	Mar. 1964	Give English Prof. Test, D, 1, 2, 3, 4	Yes	Yes	Yes
		Give Pilipino Prof. Test, D, 1, 2, 3, 4	Yes	Yes	Yes
		Give Social Studies Achievement Test	Yes	Yes	Yes
		Give Arithmetic Achievement Test	Yes	Yes	Yes
		Give Health and Science Achievement Test	Yes	Yes	Yes
		Give Language Achievement Test (English)	Yes	Yes	Yes
		Give Reading Achievement Test (English)	Yes	Yes	Yes
		Give Pilipino Achievement Test	Yes	Yes	Yes
		Get Attendance Records of Pupils for Year	Yes	Yes	Yes

Questions to Be Answered at the End of Grade 2

1. When Hiligaynon is the medium of classroom instruction, does it make any difference in the average proficiency of pupils in English whether:

   a. English and Pilipino are both studied as second languages in grades 1 and 2 for 30 minutes per day each, as in Group I;

   b. English is studied as a second language for 30 minutes per day in both grades 1 and 2 while Pilipino is studied as a second language only in grade 2 for 60 minutes per day, as in Group II;

   c. English is studied as a second language for 60 minutes per day only in grade 2 while Pilipino is studied as a second language in grades 1 and 2 for 30 minutes per day, as in Group III?

2. When Hiligaynon is the medium of classroom instruction, does it make any difference in the average proficiency of pupils in Pilipino whether:

   a. English and Pilipino are both studied as second languages in grades 1 and 2 for 30 minutes per day each;

   b. Pilipino is studied as a second language for 30 minutes per day in both grades 1 and 2 while English is studied as a second language only in grade 2 for 60 minutes per day;

   c. Pilipino is studied as a second language for 60 minutes per day only in grade 2 while English is studied as a second language in grades 1 and 2 for 30 minutes per day?

3. When Hiligaynon is used as the medium of classroom instruction, is it better to begin the study of English as a second language before beginning the study of Pilipino as a second language or to begin them simultaneously?

4. When Hiligaynon is used as the medium of classroom instruction, is it better to begin the study of Pilipino as a second language before beginning the study of English as a second language or to begin them simultaneously?

5. When Hiligaynon is used as the medium of classroom instruction and Pilipino is taught for 30 minutes per day beginning in grade 1, is it better to begin the study of English in grade 1 for 30 minutes per day or in grade 2 for 60 minutes per day?

6. When Hiligaynon is used as the medium of instruction and English is taught for 30 minutes per day beginning in grade 1, is it better to begin the study of Pilipino in grade 1 for 30 minutes per day or in grade 2 for 60 minutes per day?

Hypotheses to Be Tested at the End of Grade 2

If E_{aI}, E_{aII}, and E_{aIII} represent mean scores of pupils in Groups I, II, and III on the English Proficiency Test, after adjustment for differences in uncontrolled variables, and P_{aI}, P_{aII}, and P_{aIII} represent mean scores of pupils in Groups I, II, and III on the Pilipino Proficiency Test, after adjustment for differences in uncontrolled variables,

H1: $E_{aI} = E_{aII} = E_{aIII}$ (Question 1)

H2: $P_{aI} = P_{aII} = P_{aIII}$ (Question 2)

H3: $E_{aI} = E_{aII}$ (Question 3)

H4: $P_{aI} = P_{aIII}$ (Question 4)

H5: $E_{aI} = E_{aIII}$ (Question 5)

H6: $P_{aI} = P_{aII}$ (Question 6)

Treatment of the Data at the End of Grade 2

The following data will be assembled for each pupil:

a. An identification number of four digits: The first digit will be 1 for pupils in Group I, 2 for pupils in Group II, and 3 for pupils in Group III. The second digit will be assigned to individual schools as follows:

Group I

Alimodian	1
Barotac Nuevo	2
Calinog	3
Dingle	4
Leganes	5
Passi	6
Zarraga	7

Group II

Ajuy	1
Dumangas	2
Guimbal	3
Miag-ao	4
Oton	5
Santa Barbara	6
Tigbawan	7

Group III

Balasan	1
Banate	2
Barotac Viejo	3
Estancia	4
Leon	5
Maasin	6
Sara	7

The third and fourth digits will identify the individual pupils in each school.

b. Scores on the English Proficiency Test, Form C, March 1963:

Part 1
Part 2
Part 3
Part 4

c. Scores on the Pilipino Proficiency Test, Form C, March 1963:

Part 1
Part 2
Part 3
Part 4

d. Scores on the English Proficiency Test, Form A, June 1961:

Part 1
Part 2

e. Scores on the Pilipino Proficiency Test, Form A, June 1961:

Part 1
Part 2

f. Scores on the Language Aptitude Test, June 1961

g. Chronological age in months as of June 1961

h. Days of school attendance in 1961-1962 plus 1962-1963

i. School facilities rating

j. Pupil socio-economic index

k. Teacher background index

It is proposed that an analysis of covariance be performed to determine the adjusted means of pupils who are high, medium, and low in language aptitude and who are in Groups I, II, and III, with respect to scores on:

English Proficiency Test, Form C:

Part 1
Part 2
Part 3
Part 4

Pilipino Proficiency Test, Form C:

Part 1
Part 2
Part 3
Part 4

The analysis will also indicate the statistical significance of differences among the adjusted means for any given part. The variables used to adjust the scores for uncontrolled influences are:

a. For parts of the English Proficiency Test, Form C:

English Proficiency Test, June 1961, Part 1
English Proficiency Test, June 1961, Part 2
Chronological age as of June 1961
Days of school attendance, 1961-1963
School facilities rating
Pupil socio-economic index
Sum of teacher background indexes for two teachers
of each pupil

b. For parts of the Pilipino Proficiency Test, Form C:

Pilipino Proficiency Test, June 1961, Part 1
Pilipino Proficiency Test, June 1961, Part 2
Chronological age as of June 1961
Days of school attendance, 1961-1963
School facilities rating
Pupil socio-economic index
Sum of teacher background indexes for two teachers
of each pupil

Questions to Be Answered at the End of Grade 3

1. When Hiligaynon is the medium of classroom instruction for grades 1 and 2, English is the medium in grade 3, and Pilipino is taught for 50 minutes per day and English for 60 minutes per day in grade 3, does it make any difference with respect to the average achievement of pupils at the end of grade 3 with respect to:

a. English Proficiency
   - (1) Listening Comprehension
   - (2) Oral Expression
   - (3) Reading Comprehension
   - (4) Written Expression

b. Pilipino Proficiency
   - (1) Listening Comprehension
   - (2) Oral Expression
   - (3) Reading Comprehension
   - (4) Written Expression

c. Social Studies Achievement (Same test items presented in English and Hiligaynon in parallel columns)

d. Arithmetic Achievement (Same test items presented in English and Hiligaynon in parallel columns)

e. Health and Science Achievement (Same test items presented in English and Hiligaynon in parallel columns)

f. Language Achievement (English)

g. Reading Achievement (English)

h. Pilipino Achievement

whether:

a. English and Pilipino are both studied as second languages in grades 1 and 2 for 30 minutes each per day;

b. English is studied as a second language for 30 minutes per day both in grades 1 and 2 while Pilipino is studied as a second language only in grade 2 for 60 minutes per day;

c. English is studied as a second language for 60 minutes per day only in grade 2 while Pilipino is studied as a second language in grades 1 and 2 for 30 minutes per day?

2. Will the adjusted average achievement in each part of the English and of the Pilipino Proficiency Tests, the Social Studies Achievement Test, the Arithmetic Achievement Test, the Health and Science Achievement Test, the Language Achievement Test, the Reading Achievement Test, and the Pilipino Achievement Test in Group I be significantly different from that in Group II?

3. Will the adjusted average achievement in each part of the English and of the Pilipino Proficiency Tests, the Social Studies Achievement Test, the Arithmetic Achievement Test, the Health and Science Achievement Test, the Language Achievement Test, the Reading Achievement test, and the Pilipino Achievement Test in Group I be significantly different from that in Group III?

Treatment of the Data at the End of Grade 3

It is expected that the data will be treated at the end of grade 3 in a fashion similar to that employed at the end of grade 2. The scores to be used as adjusting variables in the analysis of covariance for the parts of the English Proficiency Test, the Social Studies Achievement Test, the Arithmetic Achievement Test, the Health and Science Achievement Test, the Language Achievement Test, and the Reading Achievement Test are as follows:

English Proficiency Test, June 1961, Part 1
English Proficiency Test, June 1961, Part 2
Chronological age as of June 1961
Days of school attendance, 1961-1964
Sum of school facilities ratings (1961 and 1963)
Sum of pupil socio-economic indexes (1961 and 1963)
Sum of teacher background indexes for three teachers of each pupil

The scores to be used as adjusting variables in the analysis of covariance for the parts of the Pilipino Proficiency Test and the Pilipino Achievement Test are the same as those used for the other tests except that the scores on the Pilipino Proficiency Test given in June 1961 will be substituted for the scores on the English Proficiency Test given in June 1961.

5. Project R-8

Project Record

Temporary designation before approval: R-H

Date presented by the Directors:	July 14, 1959
Date approved by the Advisory Board:	July 14, 1959
Date approved by the Executive Committee:	July 22, 1959

Designation after approval: R-8

Title: A Monograph Series on Applied Linguistics

Brief Description: To provide an outlet for writings on applied linguistics that are too lengthy for publication in periodicals, and not sufficiently technical for publication in a university monograph series, but which in printed form can be of use to teachers and students in the Philippines concerned with teacher training, the preparation of language-teaching materials, and research on language problems.

Center personnel: An editor, a typist. (This may be made up of the part time services of several members of the technical staff.)

Center space required: The partial use of one or more offices at the Center.

Estimated cost to Center budget: ₱1700

Time required for completion: Once begun, this would continue annually through the duration of the Center program.

A Monograph Series on Applied Linguistics

I. Justification

To exert a lasting influence in the field of applied linguistics, it is desirable to accumulate a series of monographs dealing with language matters and the solutions of language problems here in the Philippines. The recent orientation of grade three teachers, for example, resulted in an output by the Center of outlines, lessons, and materials that should serve as a basis for work in the field and in other seminars. If this could be published as a monograph, its usefulness would be practically guaranteed.

II. Plan of Operation

1. Manuscripts for inclusion in this series could come from various sources: orientation programs, unusually good student research papers, the research papers of PCLS, research grantees, articles too long for publication in professional journals, etc. The orientation kit, project R-2, now in preparation could be considered for inclusion.

2. A first year goal of about four manuscripts of approximately 100 pages would be established.

3. Selection and editing of manuscripts would be done by members of the PCLS technical staff under the direction of Mr. Roderick Hemphill with such outside consultants as needed. Half time services of a typist would be needed.

III. Cooperating Agencies

To finance the printing of these monographs, the Center would have to solicit the joint sponsorship of some agencies.

IV. Detailed Budget

1. Cost of preparing manuscript at the Center	₱500.00
2. One half time typist	1200.00
PCLS budget	₱1700.00
3. Cost of printing 2000 copies, four times a year	₱5,000 to ₱10,000
Total	₱6,700 - ₱11,700

6. Project R-17

Project Record

Temporary designation before approval: R-R

Date presented by the Co-Directors:	December 5, 1962
Date approved by the Advisory Board:	January 24, 1963
Date approved by the Executive Committee:	April 18, 1963

Designation after approval: R-17

Title: College English Materials

Brief description: College Freshman English classes presently use materials which do not ideally suit their needs. Imported texts either do not reflect the fact students in the Philippines speak English as a second language or do not assume ten years of elementary and secondary school preparation, and they almost always fail to provide a cultural setting appropriate to the Philippines. Locally produced texts have often failed to be comprehensive enough to be useful, being satisfied with a remedial approach which emphasizes the correction of common errors.

It is proposed that an adequate set of text materials designed for use in teaching first year college English be developed, tested, and prepared for publication.

Center personnel required:
- Part time service of the Co-Director
- Part time service of two technical staff members
- One full time member of the technical staff (to be added to the project later if needed and if funds for salary are available)
- One full time typist

Center space required: Partial use of several offices

Estimated cost to Center program budget:

Co-Director	} paid from UCLA budget	
Part-time technical staff		
Full-time technical staff member	(₱6960)	
Full-time typist		₱2400
Materials and supplies		1000
	(₱10360)	₱3400

Note: Typist services will be reassigned from other projects-no new employment is involved.

Estimated time for completion: 2 years

College English Materials

I. Justification

Materials presently available for teaching College English classes, especially for the general course given in the first year, are considered inadequate. Traditional textbooks have little relevance to the educational problems of the students, usually being a reflection of traditional texts used in English-speaking countries. Many are imported, and most of them do not take into account the special needs of students for whom English is a second language. The few imported texts which are designed for second-language teaching usually do not take into consideration the Philippine students' years of acquaintance with English in the elementary and secondary schools. Furthermore the imported texts are written against a general cultural background, which fails to emphasize the needs of English in the context of Philippine culture.

The locally produced texts have not been much more successful. Some are produced by writers of doubtful competence. Nearly all fail to achieve a comprehensive approach to the study of English, considering the fact English as a dual role as a subject itself and as the medium of instruction for other subjects. Many tend to be remedial, which leads to emphasis of special problems to the detriment of overall balance.

The Philippine Center for Language Study is in an ideal position to fill the need for College English materials. It has a staff with considerable teaching experience in the Philippines. Writers from the Center are well trained in structural linguistics and can produce College materials on the experience of the English and Pilipino elementary school series and of the Tagalog course for adults. The Center can provide the research materials and the editorial experience to support the writers. This combination should produce an excellent set of materials.

II. Plan of Operation

1. The Center should seek the cooperation and moral support of three to five institutions of higher learning in and outside of Manila to be designated as participating institutions. The English department head or his representative could be invited to a general planning session, he could criticize outlines and perhaps a sample lesson when produced, and the institution could provide one class to try out a draft version of the materials. These would be supplied in mimeographed form by the Center on condition that reactions and criticisms would be given to the writing team. Other schools, to be designated cooperating institutions, could be given a single copy of the lessons for textual criticism, or for local reproduction and tryout. All schools participating and cooperating, would have to agree to a prohibition of unauthorized reproduction of the materials, as a protection against the requirements of a later copyright application.

2. The writing team would consist of the American technical staff members, with assistance from others at the Center. If experience proves a need for other team members and if the budget of the Center permits, one or two members could be added to the team.

3. A draft will be prepared for tryout, with the first part ready by June 1963. The draft would be finished during the 1963-64 school year, and revision would be begun as soon as feed-back reactions were received. Final publication would be arranged as soon as the revised manuscript was completed.

4. Publication would be arranged privately, probably by an announcement and invitation to bid to local publishers. A publishing committee from (or designated by) the Philippine Center for Language Study Advisory Board would study the bids and award the contract.

5. Royalty earnings would be earmarked and channeled to the support of some deserving language activity in the Philippines, to be decided on jointly by the Philippine Center for Language Study Advisory Board and the Executive Committee.

III. Cooperating agencies

Philippine Center for Language Study
Interested Philippine Institutions of Higher Learning

IV. Detailed Budget

Part time salary of Co-Director and senior staff members	UCLA Budget
One to two full time technical staff members	(₱6,960 - ₱13,920)
One full time typist	₱ 2400
Materials and supplies	1000
	₱ 3400
Total	(₱10,360 - ₱17,320)

Note: These budget estimates are figured on an annual basis. For the six months remaining in the current fiscal year they should be divided by two. The one or two full time staff members whose items are in parenthesis would be added only if their services were needed and money is available. In any case they would probably join the project in the next fiscal year. The typist does not represent a new position, but would be assigned from the current staff by reallocation of the present work load.

7. Project S-6

Project Record

Temporary designation before approval: S-F

Date presented by Co-Directors:	March 17, 1960
Date approved by Advisory Board:	March 17, 1960
Date approved by Executive Committee:	April 4, 1960

Designation after approval: S-6

Title: A Graduate-Level Program of Specialization in English Teaching

Brief description: A program of specialization in the teaching of English leading to an M.A. degree will be developed at the Philippine Normal College. Also an undergraduate survey course will be offered to fourth-year students as an integral part of their professional preparation.

Center personnel required: Two half-time and two one-fourth-time instructors from the technical staff of the Center.

Center space required: Minimum use of existing office space: use of audio laboratory.

Estimated cost of Center program budget: A total of 1½ salaries of Center personnel assigned to this program plus support for necessary expenses incurred in beginning and operating the program not to exceed ₱6,000.

Estimated time required for completion: Planned as a continuing program.

A Graduate-Level Program of Specialization in English Teaching

I. Justification

There is a need in the Philippines for a greater number of persons in teaching and supervisory positions who have specialized training in the methodology of language teaching. The background of training, including courses in linguistic analysis and comparison, and in the philosophy and methods of effective language teaching, is not present in established advanced-degree programs in English, where the emphasis is on literature and literary criticism. At the present time, anyone who wishes to specialize as a language teacher has to plan to study abroad.

Yet indications are that the school systems of the Philippines, both public and private, will show a considerable growth in the next decade, which means that the need for trained personnel will increase.

An important part of the ideal solution to the language teaching problems of the Philippines is the strengthening of the elementary-school language programs, so that the secondary schools and even the colleges will not have to give beginning (or unnecessary remedial) instruction in the medium of instruction. If the elementary schools are to play a key role in the language program, it is logical that a teacher-training program should concentrate on present and prospective elementary teachers.

The central location and academic stature of the Philippine Normal College makes it an excellent institution to sponsor this program of instruction, and the College Administration has shown every willingness to offer cooperation and support not only for the proposed program of specialization, but also for other projects of the Center. In other words, the Philippine Normal College is a logical successor institution to assume the important research and service functions of the Center when the Center eventually ceases to exist.

II. Plan of Operations

A. The graduate program

The program was approved by the curriculum committee, the faculty council, and the Board of Trustees of the Philippine Normal College.

B. The undergraduate curriculum course

A Survey Course on the Teaching of English as a Second Language will become an integral part of the regular undergraduate curriculum. This course, to be offered to fourth-year students, will help to prepare them for the specific job of language teaching which is an extremely important part of every elementary school teacher's assignment.

C. The undergraduate service courses

Two courses, with or without credit as the college desires, will attempt to meet two specific needs: an English-for-Foreigners course to be offered to students from other countries who need special help in order to be able to profit from study in classes where English is the medium of instruction, and a remedial English class for Filipino students who need additional training in English to be able to follow the regular college program.

The PCLS will provide two half-time instructors (presumably for two courses each) and, if needed, two fourth-time instructors (for a single course each) in order to meet program needs for instructors. In addition a PCLS coordinator will be available to help in program planning, student screening, counseling, etc. as necessary. The Center library and audio laboratory will be reserved for the best possible utilization of these facilities in the program, without unduly limiting use by other individuals.

The Center is prepared to help in other ways, in meeting unforeseen miscellaneous expenses of administering the program.

The Center will endeavor to seek support from other agencies for the program, in building up an adequate library, in securing equipment for an expanded audio laboratory, in assuming support for full-time students who need scholarships, maintenance, etc.

The Center will cooperate in any way the College recommends to strengthen the regular teaching staff of the College, through consultation, in-service training seminars, directing research projects, course planning, etc.

III. Cooperating Agencies:

The Philippine Center for Language Study
The Philippine Normal College

IV. Detailed Budget:

An allocation of a total of 1½ instructors (four part-time instructors) to teaching assignments in the program.

Support for necessary initial operating expenses not to exceed ₱6,000. Details of these needs cannot be easily foreseen and further approval of the Advisory Board and the Executive Committee will be secured before the release of any of these funds can be authorized.

8. Project S-9

Project Record

Temporary designation before approval: S-I

Date presented by Directors: March 1961 (by poll)

Date approved by Advisory Board: March 1961 (by poll)

Date approved by Executive Committee: March 23, 1961

Designation after approval: S-9

Title: Attendance of Supervisors of English at the PNC Summer Program

Brief Description: This is a cooperative project in which the BPS, PCLS, PNC, and USEF offer an opportunity for summer study in second-language teaching to 27 supervisors of English during a six-week period in April-May, 1961. Educational values to be derived are expected to upgrade supervision of field practice and to help build the graduate program of language teaching at PNC.

Center personnel required: One technical staff member as professor.

Center space required: None

Estimated cost to Center program budget: ₱4,536.00

Estimated time required for completion: One summer, 1961.

Attendance of Supervisors of English at the PNC Summer Program

I. Justification

There are 27 supervisors of English assigned to the provinces who, with in-service training at PNC for a six-week period in April-May, 1961, would derive some background in second-language teaching that would be helpful to them in their supervision. Their attendance in two courses, Introduction to Linguistics and Teaching of a Second Language, of three units each, is a recognition of the value of the PNC graduate curriculum in language teaching, which was introduced in the college with the cooperation of the PCLS in June, 1960. The project is bound to strengthen both field practice in second-language teaching and the PNC graduate program, from which the former should derive staying power.

It is possible that from this group a few supervisors may emerge with capabilities to carry on graduate work. These individuals might be encouraged to study further under other arrangements, perhaps mostly on personal initiative with BPS assistance.

II. Plan of Operation

1. The BPS will give these 27 supervisors official time, contributing their salaries to this cooperative project, and will bear the cost of transportation to and from Manila.
2. The PCLS will give study grants to be calculated at the rate of ₱4.00 a day for six weeks, or a total of 42 days.
3. The PNC will give the usual accommodations for study during the summer, making use of the staff it now has for this graduate curriculum, including a Fulbright and a PCLS professor.

III. Cooperating Agencies

Bureau of Public Schools
Philippine Center for Language Study
Philippine Normal College
United States Educational Foundation

IV. Detailed Budget

Study grant: ₱4 x 27x42 = ₱4,536.00

9. Project S-10

Project Record

Temporary designation before approval: S-J

Date presented by Directors:	March 1961 (by poll)
Date approved by Advisory Board:	March 1961 (by poll)
Date approved by Executive Committee:	March 23, 1961

Designation after approval: S-10

Title: Experimental Broadcasts in Second-Language Teaching

Brief description: The Radio Unit, BPS, is planning three experimental broadcasts for teachers in the Teaching of English as a Second Language. The BPS has requested the services of a member of the technical staff, PCLS, to serve as script writer and producer. The PCLS will provide recording facilities, including the services of an audio technician. Other members of the PCLS will be available as consultants and, possibly, as participants for the series of broadcasts.

Personnel required: One member technical staff, with assistance of consultants, one audio technician (½ time)

Center space required: A room of the Center

Estimated cost to Center budget: ₱250.00

Time required for completion: 2 months

Experimental Broadcasts in Second-Language Teaching

I. Justification

The Radio Unit, Bureau of Public Schools, in response to requests from teachers and supervisors, is planning a series of broadcasts for teachers in the Teaching of English as a Second Language. An experimental series of three half-hour programs will be broadcast over DZFM and VOA, beginning in mid-April. The major areas to be covered in these broadcasts are speech improvement (specifically, instruction for teachers in reading and interpreting the transcription in the Grade I and Grade II Guides) and the presentation of new material (specifically, lecture demonstrations of methods and techniques of presenting lessons in Grades I-V).

The Bureau of Public Schools has requested the services of a member of the technical staff, Philippine Center for Language Study, to act as script writer and producer for this series. The joint efforts serve to supplement the program of in-service training for teachers, largely carried on by the Instruction Division, BPS.

II. Plan of Operation

A. Organization and procedure

1. A member of the technical staff, working in close collaboration with the national English supervisors and members of the Radio Unit of the Bureau of Public Schools, will prepare scripts for the series.

2. The facilities of the Center will be used for the recording of the programs. The member of the technical staff mentioned in (1) above will be in charge of production. The Center audio technician will be in charge of recording and editing the material. The finished tapes will be sent to the radio station to be broadcast.

3. Those who appear on the programs will be selected on the basis of suitability for a particular broadcast. For example, the person chosen for instruction in speech improvement should be a good model; the person chosen for demonstration of methods of presentation should be experienced in demonstration work. Participants will contribute their time to the project.

4. Center materials and the services of other technical staff members will be available as consultants in the preparation of these broadcasts.

5. The tapes used for the broadcasts will be stored in the Center library and made available for other purposes, e.g., for seminars in the field.

6. Radio broadcast time will be arranged for by the BPS.

B. Personnel involved

1. One member of the technical staff
2. Occasional assistance from other members of the PCLS technical staff for advice and consultation
3. Critic-consultants from the BPS and possibly from selected school divisions
4. An audio technician (½ time)
5. Persons appearing on the broadcasts, selected from PCLS, BPS, and possibly, from some school divisions

III. Cooperating agencies

The Bureau of Public Schools
The Philippine Center for Language Study

IV. Detailed Budget

A. One audio technician (½ time for one month)	₱150.00
B. Part-time typist	
C. Tapes, materials, supplies, etc.	100.00
Total	₱250.00

APPENDIX G

A PROPOSAL FOR THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR TAGALOG

Statement of Need

After more than sixty years of the closest possible relationship between the Philippines and the United States, there are still no adequate materials for the use of Americans who may wish to learn Tagalog, the national language of the Republic. The lack is almost total: no reference grammar, no graded readers, only tiny and very inaccurate pocket dictionaries, two improvised and quite ineffective beginning courses in mimeographed form.

Yet Tagalog seems destined to play an increasingly important role in the life of Southeast Asia. It is the native tongue of some 4,000,000 Filipinos, including most of the inhabitants of Manila. It is studied as a second language by all Filipino school children in the non-Tagalog provinces throughout primary and secondary school, and is thus the key to learning the other Philippine languages. Scores of newspapers and magazines are published in Tagalog; its appreciable literary tradition is constantly enhanced by the appearance of new novels, collections of poetry and short stories, technical publications. By law it is the national language of the country or Wikang Filipino (Philippine Language). The 1960 Conference on the Teaching of Southeast Asian Languages called by the ACLS rated Tagalog as "second only to Indonesian as an important national language...in the Malayo-Polynesian-speaking areas of Southeast Asia today."

It is certainly in the best interests of the United States to make possible and encourage the study by Americans of the language of our best ally in Southeast Asia. And there is probably no better way to assure the Filipinos of our sincere and lasting concern for their welfare than to promote a long-overdue interest in the language and culture of their country. The texts envisaged in this project will contribute appreciably toward correcting the enormous imbalance which has always marked Philippine-American cultural relations.

Proposal

The University of California, Los Angeles, utilizing the services of the Philippine Center for Language Study which it administers in Manila, proposes the production, through a contract with the U.S. Office of Education under the terms of the National Defense Education Act, of a series of texts designed for adult English-speaking students of Tagalog.

The series will include:

1. A basic intensive course with accompanying recorded tapes.
2. Intermediate reading materials.
3. A reference grammar for advanced learners.
4. A Tagalog-English, English-Tagalog student dictionary.

Production will include writing the materials, seeing them through the press, and recording the tapes.

UCLA, particularly at the Philippine Center for Language Study, affords ideal facilities for carrying out this work in cooperation with interested agencies and institutions in the Philippines. As part of the Center program, a substantial portion of the necessary background research has already been carried out: specifically the contrastive analysis of English and Tagalog done by Professor Robert Stockwell at UCLA. The staff of the Center includes not only speakers of Tagalog who have a sound orientation in linguistics, but also competent technicians who can assist as consultants and administrators. A good professional library and other research facilities are available at the Center, and its location in Manila guarantees ready access to informants and other consultants. The Center is equipped with Ampex tape-recorders and an IBM electric typewriter with the necessary keys for setting up linguistic material; it also employs a textbook illustrator. Experienced linguists on the staff at UCLA will be able to participate in planning and carrying out the project.

Procedures, Facilities, and Personnel

The project will be carried out administratively within the regular framework of the Philippine Center for Language Study. Funds for its execution will be administered by the UCLA Business Office as a separate research account under the Department of English. However, disbursements will be authorized just as they are for the Philippine Center for Language Study program: by the Department Chairman in Los Angeles and by the Co-Directors of the Center in Manila. The disbursing agent in Manila will be the accounting firm of SyCip, Gorres, Velayo and Company, and money remitted to the Philippines will be deposited in the Center's revolving fund in the Manila Branch of the First National City Bank of New York.

Initial approval for undertaking the project will be obtained from the Center's Advisory Board in Manila, the Philippine program's Executive Committee in Los Angeles, and the Rockefeller Foundation. Thereafter, as the project develops, these groups will be kept informed and their advice sought when appropriate. The policy direction of the project and the final approval of manuscripts will be the responsibility of a four-man Editorial Committee made up of the Co-Directors of the Center (Dr. J. Donald Bowen and Dr. Jose V. Aguilar), Professor Robert Stockwell, and the Project Supervisor of the Philippine program (Dr. Clifford H. Prator). Administrative arrangements for work done in Manila will be carried out by the Co-Directors and for work done in Los Angeles by the Project Supervisor.

An ad hoc Orientation and Advisory Committee to be selected from among experienced writers, teachers, educators, and linguists will be set up in Manila to help with the general planning of the series.

The basic course, the reading materials, and the dictionary will be written in Manila, and the tapes for the basic course will be recorded there. The writing of the reference grammar will be done in Los Angeles as well as the editorial work involved in seeing all the manuscripts through the press.

In Manila a technical staff of four full-time writers, assisted by one clerk and one typist, will be needed for two years. It will be necessary to rent office space for the project; such space is available next-door to the Center, but not in the Center itself. Office furniture, a typewriter, etc., will also be rented. Part-time supervision and help will be given by two linguists already employed by the Center -- Dr. J. Donald Bowen and Mr. Roderick Hemphill -- and an appropriate portion of the salary and living allowance of these two will be chargeable to this project. The consultant services of an anthropologist will be required for the preparation of the reading materials.

In Los Angeles the technical staff will include one full-time linguist of rank (probably Dr. Harold Conklin brought from Columbia, Dr. Robert Stockwell of UCLA, or Dr. Paul Schachter now carrying out linguistic research in Ghana under UCLA auspices) to give professional direction to the reference grammar and, by extension, to the project as a whole, since the other materials will be based on the grammar. If Dr. Conklin agrees to come to UCLA, it will be necessary to reimburse him for the extra expense involved in moving from New York to the West Coast for a year or two. Included on the technical staff also will be two half-time research assistants and a part-time typist. All will be needed for an average period of two years, though in practice the size of the staff might vary at different times. The Department of English will be able to supply office space and some equipment, but it will be necessary to rent or purchase a typewriter and card file.

Since close liaison will be necessary between the Manila and Los Angeles staffs and since it will possibly be necessary to transfer staff members from one city to the other, provision is made for three round-trip fares from Los Angeles to Manila plus per diem while in travel status. Additional liaison will be achieved without added cost in the course of trips undertaken on behalf of the Center's other programs.

According to established practices, a charge of 29% of salaries paid in Los Angeles and 10% of salaries paid in Manila is added to the proposed budget to cover the University's administrative overhead costs. Since it is believed that no one employed under the proposed contract in Manila will be eligible for membership in the State Employees Retirement System, a 10% charge covering SERS contributions and workman's compensation insurance is added only to Los Angeles salaries and wages.

Schedule of Operations

The first need will be an inventory of grammatical items listed in a pedagogically valid sequence. Work on this has already been begun as a term project at UCLA by Miss Amparo Buhain of the Philippine Government's Institute of National Language. Her sequence will be ready by the beginning of June, 1960, and will be reworked by Professor Stockwell and Mr. Hemphill in Manila during July.

As a first step in the preparation of the reading materials as well as the basic text, an attempt will be made in the immediate future to secure an inventory of cultural items, contrasts, etc., annotated but not in any particular sequence, from the grantees in the Philippine program at UCLA. The annotations will describe suggested situations in which the cultural items can be presented. The anthropological consultant employed in Manila and others in the Philippines will add to this list during the summer of 1960.

In June, when the Project Supervisor and Professor Stockwell expect to be in Manila on behalf of the existing Philippine program, an orientation conference will be called, for which invitations will be sent to representatives of the Institute of National Language, selected Philippine universities which have strong National Language programs or courses for foreigners, the Summer Institute of Linguistics, etc. The members of the conference will be provided in advance with a project outline and preliminary inventories, and will be asked to make suggestions for the inventory and sequence of items for the basic text, as well as suggestions for the preparation of the other texts. The continuing Orientation and Advisory Committee will be chosen from among those attending the conference.

By the end of June, the technical staff in Manila will begin to function. The number of writers employed at any one time may vary within the over-all limitation of eight full-time man-years. The typist will be employed within one or two months, and within from three to six months a clerk or clerk-typist who will assume responsibility for a master vocabulary file (which will later be the nucleus of the student dictionary). This individual will have to have qualifications which will permit him to serve as editor and proof-reader as the project develops.

In September, 1960, the technical staff will begin the preparation of the reference grammar in Los Angeles. The two half-time research assistants will be native speakers of Tagalog who have completed at least one year of postgraduate linguistic training at UCLA and who are continuing their studies toward an advanced degree in English or linguistics. An attempt will be made to secure the full-time services of Dr. Harold Conklin for 1960-61 as the participating and directing linguist. He has expressed deep interest in the project but may not be able to get leave from Columbia. If he proves not to be available, a combination will be worked out whereby Professor Stockwell and Dr. Schachter share the direction.

As portions of the manuscripts are prepared in tentative form, they will be submitted to members of the Orientation and Advisory Committee for comments and suggestions. These will be evaluated by the Editorial Committee and the technical staff. As soon as the text can be "frozen", recordings will be undertaken to accompany the basic course.

In the over-all production schedule, priorities will be given in the following order:

1. The basic intensive course: Work to begin on June 15, 1960; manuscript ready for press by the end of 1961 or early 1962, with publication assured for the summer or autumn of 1962; recordings completed by June 1, 1962.
2. Intermediate reading materials: Work to begin in the fall of 1960; manuscript ready for press by the end of 1961 or early 1962; publication summer or autumn of 1962.

3. Reference grammar: will be begun fall 1960; ready for press by end of summer 1962; publication winter 1962-63.

4. Student dictionary: to be begun fall of 1960; ready for press in briefer form by July 1, 1962, if Center is to terminate its activities as of that date; ready for press in longer form by April, 1963, if Center continues to function beyond July 1, 1962; printing accomplished or at least sub-contracted (i.e. the money firmly committed) on or before December 14, 1963.

Subject Data

The University will, under the terms of the contract to be negotiated, furnish the Government with the following items, which will constitute the Subject Data of the contract:

1. One copy of the finished typescript of a basic Tagalog course, including illustrations, consisting of thirty units and covering approximately 150 hours of class time.

2. One set of 100-150 reels of master tapes, containing at least 800 drills for use in conjunction with the basic course.

3. One copy of the finished typescript of the intermediate reading materials, including illustrations, planned to provide material for approximately 75 hours of class work.

4. One copy of the finished typescript of a reference grammar, with index, correlated with items 1 and 3.

5. One copy of the finished typescript of the student dictionary.

6. Two hundred photo-offset or printed copies of items one (1), above.

7. Two hundred photo-offset or printed copies of items three (3), above.

8. Two hundred photo-offset or printed copies of items four (4), above.

9. Two hundred photo-offset or printed copies of items five (5), above.

Authorization to Publish

The University of California is authorized to copyright the basic course, reading materials, reference grammar, and dictionary and to produce these in photo-offset or printed form without limit as to the number of copies in excess of those supplied to the Government under the terms of the contract. It may distribute copies in accordance with practices generally recognized as acceptable among university presses of the United States. The plates will not be destroyed without prior approval of the Director of the Financial Aid Branch, Division of Higher Education, U.S. Office of Education, and additional copies as required by the Government will be supplied at cost so long as the volumes remain in print.

The University of California will also be authorized to retain a set of the master tapes produced as item 2 of the subject data and to distribute copies of these according to generally acceptable practices.

Budget and Procedure for Publication

The budget, as presented following, provides for the creation of items one (1), two (2), three (3), four (4) and five (5) of the subject data but not for items six (6), seven (7), eight (8) and nine (9). On or about the dates indicated below Appendices "B", "C", "D" and "E" will be submitted under the titles indicated. Each of these documents will contain all details of the contractor's plan for printing, binding, and distribution; specific plans for subcontracting if any; and a budget for the production of the pertinent subject data. Upon acceptance of each Appendix by the Director the Contractor will produce the pertinent item of the subject data.

Appendix "B": Plan and Budget for Publication of a basic course in Tagalog (Item six (6) of the subject data), December 14, 1961.

Appendix "C": Plan and Budget for Publication of intermediate readings in Tagalog, December 14, 1961.

Appendix "D": Plan and Budget for Publication of a reference grammar for Tagalog, June 15, 1962.

Appendix "E": Plan and Budget for Publication of a Tagalog-English English-Tagalog student dictionary, June 14, 1962.

Disposition of Subject Data

Upon creation of items six (6), seven (7), eight (8) and nine (9) of the subject data items one (1) and two (2), three (3), four (4), and five (5) thereof will become successively the property of the contractor.

Copies of items six (6), seven (7), eight (8) and nine (9) for which distribution is not provided per heading "Reports", will be stored by the Contractor and distributed by him to addressees designated by the Director. Budget is allowable under Appendices "B", "C", "D", and "E" for packaging and mailing.

Reports on the contract of which this document is Appendix "A" will be submitted as follows:

1. Progress reports in quintuplicate on December 15, 1960, and June 15, 1961.

2. In lieu of a progress report on December 14, 1961 Appendices "B" and "C" will be acceptable submitted in eight (8) copies and in lieu of a progress report on June 14, 1962, Appendix "D" submitted in eight (8) copies.

3. Progress report in quintuplicate on December 14, 1962 accompanied by twenty-five (25) copies each of items six (6) and seven (7) of the subject data.

4. Progress report in quintuplicate on June 15, 1963, accompanied by twenty-five (25) copies each of item eight (8) of the subject data.

5. Final report in twenty-five (25) copies each accompanied by one (1) copy of item nine (9) of the subject data on or about December 14, 1963.

The University of California is authorized to enter into a sub-contract or sub-contracts as necessary for the work of printing or reproduction by photo-offset and for binding, but not for other work performed under the contract. The sub-contract or sub-contracts prior to execution will be submitted for the approval of the above-mentioned Director of the Financial Aid Branch.

APPENDIX H

A PARTIAL LIST OF THE PUBLICATIONS PREPARED BY THE UCLA PHILIPPINE PROGRAM

a. Publications prepared at the PCLS

I. Guides, Texts, Manuals for English

1. Teacher's Guide for English in Grade I	434 pp.
2. Teacher's Guide for English in Grade II	405 pp.
3. Beginning Reading Exercises	90 pp.
4. Teacher's Guide for English in Grade III	316 pp.
5. English in Grade III	250 pp.
6. English in Grade IV	368 pp.
7. Teacher's Manual for English in Grade IV	122 pp.
8. English in Grade V	542 pp.
9. Teacher's Manual for English in Grade V	244 pp.
10. English in Grade VI	460 pp.
11. Teacher's Manual for English in Grade VI	207 pp.

II. Readers

12. Come and Look - Pre primer	31 pp.
13. This is Fun - Pre primer	39 pp.
14. Your New Friends - Primer	102 pp.
15. Children at Work and at Play - Reader	255 pp.
16. We Work and Play - Grade III Level I	140 pp.
17. Fun at Home and Away - Grade III Level II	304 pp.

III. Guides for Pilipino

18. Patnubay Sa Pagtuturo ng Pilipino sa Unang Baitang - Unang Tomo	pp. 1 - 396
19. Patnubay Sa Pagtuturo ng Pilipino sa Unang Baitang - Ikalawang Tomo	pp. 397 - 826
20. Patnubay Sa Pagtuturo ng Pilipino sa Unang Baitang - Ikatatlong Tomo	pp. 827 - 1121
21. Patnubay Sa Pagtuturo ng Pilipino sa Ikalawang Baitang	
22. Aklat Patnubay ng Guro Sa Pagtuturo ng Pilipino sa Ikatlong Baitang	609 pp.
23. Batayang Aklat Sa Pagtuturo ng Pilipino sa Ikatlong Baitang	249 pp.

IV. Tagalog Project

24. Beginning Tagalog, A Course for Speakers of English	526 pp.
25. Intermediate Readings in Tagalog	399 pp.
26. A Reference Grammar of Tagalog	
27. A Tagalog-English English-Tagalog Student Dictionary	

V. The PCLS Monograph Series

28. Background Readings in Language Teaching	120 pp.
29. The Determination and Implementation of Language Policy	193 pp.
30. Techniques and Procedures in Second Language Teaching	538 pp.
31. Basic Readers for English Teaching	245 pp.
32. Philippine Language-Teaching Experiments	180 pp.

VI. College English Text

33. Freshman English, A Textbook for Filipino College Students	566 pp.

VII. Miscellaneous

34. English Phonology Posters	38 pp.

In addition to the items listed above a considerable quantity of teaching materials in various subject-matter fields was prepared for use in the experimental classes of the Rizal and Iloilo experiments.

b. Relevant studies completed at UCLA

I. Contrastive Studies

1. A Contrastive Analysis of English and Tagalog. Part I - Introduction and Phonology (Robert P. Stockwell, 1958)	97 pp.
2. A Contrastive Analysis of English and Tagalog. Part II - Grammar (Robert P. Stockwell, 1959)	102 pp.
3. A Contrastive Analysis of English and Pangasinan (Paul M. Schachter, 1960)	159 pp.
4. A Contrastive Analysis of Cebuano Visayan and English. 2 vols. (Tommy R. Anderson, 1965)	681 pp.

II. Dissertations by Philippine students

5. Weighting and Sequencing English Tense-Aspect Modifications for Hiligaynon Speakers (Macario B. Ruiz, 1963)	397 pp.
6. Philippine Agriculture; implications for agricultural schooling in a province (Ernesto S. de la Cruz, 1963)	280 pp.
7. English Composition Errors of Tagalog Speakers and Implications for Analytical Theory (Estrella F. Aquas, 1964)	304 pp.
8. An Algorithm of Derived Constituent Structure (Robert D. Wilson, 1965)	317 pp.
9. A Contrastive Analysis of English and Tagalog Verb Complementation (Fe T. Otanes, 1966)	236 pp.
10. The Effect of Context on the Intelligibility of Selected English Words (Milagros R. Aquino, 1967)	157 pp.

All of the above except the Tagalog contrastive analysis are doctoral dissertations, written as a product of the Philippine-UCLA program by students who went through the program. At least eight more are in progress at the present time. In addition to these over 150 substantial seminar papers have been written by students in the program.

APPENDIX I

A SAMPLE LETTER OF AGREEMENT

Date

Mr. ______________
Address

Dear ______________:

This letter sets forth the understanding between you and the University of California regarding the conditions of your employment as Co-Director of the Philippine Center for Language Study in Manila. We ask that you read it carefully and, if you agree to its provisions, that you sign the attached copy and return it to us at your earliest convenience.

You will share with the Filipino Co-Director full responsibility for the professional program as well as the administration of the Center. However, it is expected that the two Co-Directors will work out a division of labor whereby the Filipino will be in direct charge of administrative matters and liaison with the Department of Education, the Philippine schools, and the general public. Your own special responsibility will then be the initiation, development, and supervision of the technical aspects of the program. You will keep the University of California and the Manila Advisory Board informed as to the professional significance and progress of all projects undertaken by the Center. It is understood that important decisions should be made jointly by the two Co-Directors.

You will be paid a salary at the rate of $_____ per annum, plus a living allowance at the rate of $_____ per annum. The earned salary and allowance will be payable in monthly installments, at a rate equal to one-twelfth of the annual rate, in dollars, by checks which will be sent by the University directly to the bank of your choice. Salary and living allowance will begin as of (date), the day following the termination of your present employment. You will make your own arrangements for the exchange of dollars for Philippine pesos. A salary increment can normally be expected at the end of each year you remain with the Center.

You will also receive a contingency (entertainment) allowance of forty pesos per month to be used at your discretion in developing the public relations program of the Center (the major responsibility for public relations rests with the Filipino Co-Director). This allowance will be paid to you in a separate check, issued in Manila, the first check being due on January 1, 1959. Expenditures from this fund need not be accounted for in detail but should be covered in a general way in the annual report of the Center.

In accord with U.S. government regulations applicable to payments by employers, U.S. withholding tax will be deducted from the entire amount of your salary and living allowance, as well as from the costs of transportation from your present address to Los Angeles (but not from Los

Angeles to Manila) paid on your behalf by the University. When you are no longer subject to U.S. income tax, after eighteen months of residence abroad, this deduction will be terminated if regulations in effect at that time so permit. It is believed that your entire income may be subject to the (relatively small) Philippine income tax, but the University will withhold nothing from your salary to meet this expense.

As an academic employee of the University with the rank of Visiting Associate Professor, you will be included in The Regents' retirement system, and monthly deductions of approximately 9% will be made from your salary (but not your living allowance) toward an eventual retirement annuity, to which The Regents will also contribute approximately the same amount. If your employment by the University is terminated, a refund of the amounts deducted plus accrued interest will be made.

It is our hope and expectation that you will continue as Co-Director of the Center for the remaining duration of the program (the expiration date is now set for June 30, 1962, with some possibility of an extension), and that your participation in this program may lead to a permanent connection with the University of California. It is definitely agreed that you will remain in your position as Co-Director for at least two years, though for good and sufficient reason your employment may be terminated at any time during this period either by yourself or by the University. If this employment is terminated by you before the expiration of two years for reasons which do not appear to us sufficient, the University will not be responsible for your return transportation to the United States. If termination is upon the initiative of the University, return transportation for you and your dependents will be provided.

You will be entitled to vacation with pay at the rate of one month per year. At your discretion, and taking into account the work load of the Center, this may be taken in one consecutive period or divided into several. If for any reason you do not take vacation time due you, extra salary and allowances for this time cannot be paid at the end of your period of employment. Vacation time may be computed cumulatively for one year beyond the year in which it is earned.

At the end of two years of service you may use your normal accumulated vacation, up to one month, as home leave, with round-trip transportation to the United States for yourself and dependents paid by the University. At this time you should not be absent from your post in Manila for longer than one month, plus the time required to fly by direct plane from Manila to your home and return.

Transportation from your present place of residence to Manila at the beginning of your employment, and from Manila back to your home in the United States at the end of your employment, will be provided for you, your wife, and your children up to the value of first-class direct plane fares plus berth. If you prefer to travel by a less expensive means, only the actual cost of such travel will be paid, to be accounted for by the presentation of transportation receipts. If you prefer to travel by other than the most direct route, any additional cost beyond first-class direct plane fare must be borne by you.

You will be paid no special per diem to cover living expenses while in travel status (except for travel in the Philippines in connection with your work); instead your regular overseas living allowance will be begun at the time you enter University employment and before you leave the United States. We shall send you a travel order which may be exchanged for the appropriate transportation tickets. We believe that you will prefer to make your own travel arrangements because of the greater simplicity of doing this directly rather than at second hand. If you so desire, the University will make you an advance of all or part of your first month's living allowance to cover your expenses while en route.

If you travel by plane, each member of your party (except children under two) will be allowed 66 pounds of baggage free of charge. The University will pay for up to 100 pounds of excess accompanied baggage by plane for your entire party. We will also authorize the shipment of up to 6,000 pounds of accompanied or unaccompanied baggage by boat from any United States port to Manila; this should be sufficient to cover the transportation of a car, if you wish to take one with you, as well as some household effects. In the event that you submit requests for reimbursement of such expenses, our Business Office requires that itemized receipts accompany the requests.

We are looking forward with pleasure to working with you in the Philippine program, and shall be happy to answer questions on any points which may not be covered in this letter.

Very truly yours,

(Signature of Contractee)

(Signature, Chairman
Department of English)

APPENDIX J

LIST OF PROGRAM PERSONNEL

Executive Committee (Los Angeles)

Franklin P. Rolfe, Chairman (October, 1957 - December, 1966)
Dean, College of Letters and Science

Philip Levine, Chairman (September, 1966 - December, 1966)
Divisional Dean, Humanities

Clifford H. Prator (October, 1957 - December, 1966)
Professor of English, Project Supervisor

James E. Phillips
Chairman, Department of English (October, 1957 - September, 1961)

Hugh G. Dick
Chairman, Department of English (September, 1961 - June, 1966)

Bradford A. Booth
Chairman, Department of English (July, 1966 - December, 1966)

William H. Lucio (October, 1957 - December, 1966)
Representative, School of Education

Robert P. Stockwell (September, 1961 - December, 1966)
Chairman, Interdepartmental Program in and Department of Linguistics

Stanley L. Robe (June, 1962 - April, 1965)
Chairman, Department of Spanish

J. Donald Bowen (September, 1963 - December, 1966)
Department of English

Advisory Board (Manila)

Undersecretary of Education, Chairman

Onofre D. Corpuz (January, 1966 - December, 1966)
Miguel B. Gaffud (January, 1962 - April, 1965)
Jose Y. Tuazon (September, 1960 - December, 1961)
Daniel M. Salcedo (September, 1958 - August, 1960)
Martin Aguilar, Jr. (October, 1957 - June, 1958)

Director of Public Schools

Vitaliano Bernardino (January, 1964 - December, 1966)
Benigno Aldana (October, 1957 - June, 1963)

Director of Private Schools

Jesus E. Perpiñan (June, 1959 - December, 1966)
Daniel M. Salcedo (October, 1957 - May, 1959)

Director, Institute of National Language

Jose V. Panganiban (October, 1957 - December, 1966)

Education Coordinator, National Economic Council

Hilaria N. Martinez (July, 1964 - December, 1966)
Manuel L. Carreon (October, 1957 - June, 1964)

Executive Secretary, U.S. Educational Foundation in the Philippines

Jesus I. Martinez (June, 1959 - December, 1966)
Alfredo T. Morales (October, 1957 - May, 1959)

Public Schools

Aurora A. Samonte (October, 1957 - May, 1959)

Representative, Philippine Normal College

Tomas P. Tadena (May, 1964 - November, 1966)
Pedro T. Orata (January, 1961 - April, 1964)

Representative, Other Higher Institutions of Learning

Antonio Isidro (October, 1957 - December, 1966)

Cultural Affairs Officer, U.S. Embassy

John A. Hamilton (October, 1963 - March, 1966)
Carol V. Harford (September, 1961 - September, 1963)
George Rylance (January, 1961 - November, 1962)
William M. Dunn (May, 1958 - April, 1961
Wayne Conner (February, 1957 - June, 1960
Charles C. Ransom (October, 1957)

Representative, Education Division, AID (Formerly ICA)

John B. Rork (April, 1965 - December, 1966)
William M. Williams (August, 1964 - March, 1965)
G. K. Dale Wantling (December, 1963 - May, 1964)
Henry R. Hansen (September, 1960 - December, 1963)
C. Earle Hoshall (June, 1958 - December, 1962)
Noel T. Myers (October, 1957 - July, 1959)

Representative, The Asia Foundation in the Philippines

L. A. Wilson (October, 1957 - December, 1959)

Co-Directors, Philippine Center for Language Study

Jose V. Aguilar (June, 1959 - December, 1966)
Roderick J. Hemphill (July, 1963 - September, 1965)
J. Donald Bowen (December, 1958 - June, 1963)
Martin Aguilar, Jr. (June, 1958 - February, 1959)
James Macris (October, 1957 - June, 1958)

Staff Specialists

Lois McIntosh (January, 1958 - June, 1960)
Roderick J. Hemphill (May, 1959 - June, 1963)
Dorothy Danielson (June, 1960 - June, 1962)
Tommy R. Anderson (March, 1962 - June, 1965)
Anne Newton (April, 1963 - June, 1964)

Field Service

Remedios T. de Leon (December, 1958 - June, 1960)
Maria Clara V. Ravina (October, 1959 - July, 1960)
Balbina N. Codilla (January, 1959 - June, 1959)
Beatrice A. Low (March, 1960 - October, 1961)

Guide Text Manual Series

Fe Manza (September, 1958 - June, 1959)
Teresita V. Ramos (June, 1959 - January, 1960)
Aurora A. Leyba (October, 1959 - July, 1960)
Fe R. Dacanay (October, 1959 - June, 1963)
Dolores T. Dungo (October, 1959 - June, 1964)
Remedios M. Cayari (October, 1960 - May, 1964)
Estela G. Pinga (November, 1960 - October, 1963)
Anita A. San Juan (September, 1960 - March, 1963)
Minda Cascolan Sutaria (November, 1961 - June, 1964)

Readers

Catalina Velasquez-Ty (September, 1959 - April, 1960)
Artemio D. Dolor " "
Leticia G. Salazar " "
Estelita A. Brinas " "
Isaura San Agustin Vale " "
Dolores E. Poscablo " "
Gaudencio Aquino " "
Felipe de Guzman " "
Estela F. Daguio (October, 1960 - April, 1961)
Juanita C. Castro (April, 1960 - May, 1960)
Paz B. Ligunas " "
Ana P. Manuel " "
Carolina Angeles (October, 1960 - April, 1961)
Rosario L. David (October, 1960 - April, 1961)
Celia N. Medel " "

Experiments

Marciano M. Patolot (July, 1959 - July, 1960)
Jovencio T. Revil (September, 1960 - June, 1965)
Felicidad G. Fernandez (June, 1961 - June, 1963)
Adolfo A. Titong (July, 1961 - December, 1966)

Rizal Experiment - writers

Josefina F. Florencio (April, 1962 - May, 1962)
Generosa S. Mendoza (April, 1962 - May, 1962)
Sotero R. Nuestro (April, 1962 - May, 1962)
Cresencia F. Raymundo " "
Natalia E. Roldan " "
Damiana P. Salvador " "
Maxima U. Costes (April-May, 1961; February, 1962)
Juanita C. Castro (April-May, 1960)
Myrna R. Alberto (April-May, 1961)
Julita A. Clemente "
Concepcion S. Sandil "
Ester S. Santos "

Rizal Experiment - test correctors

Julita A. Clemente (August-September, 1960)
Lilia S. Lagdamin "
Angelina Q. Orofino "
Maxima U. Costes (April-May, 1961; April-May, 1962)
Juanita C. Castro (April-May, 1962)
Purita T. Gumara (April-May, 1960; April-May, 1961; April-May, 1962)

Iloilo Experiment

Juanita Calambro (December, 1961 - June, 1964)
Marina J. Javier (April, 1963 - June, 1964)

Tagalog

Aurora A. Leyba (July, 1960 - November, 1963; April, 1964)
Ely J. Marques (September, 1960 - September, 1961; June, 1962 - November, 1963)
Agustina S. Cunanan (November, 1961 - August, 1963; April, 1964 - December, 1966)
Neonetta C. Cabrera (July, 1960 - November, 1963; September, 1965 - December, 1966)
Rosalia A. Guinto (October, 1960 - March, 1961)
Antonia C. Silverio (October, 1960 - August, 1962)

Pilipino

Rosalia A. Guinto (March, 1961 - August, 1963)
Lilia V. Juele (April, 1961 - June, 1964)
Ana P. Manuel (April, 1961 - June, 1965)
Lorenza Abellera (April, 1961 - June, 1965)

Audio Technician

Doroteo I. Legaspi (July, 1961

Recording Team

Directors

Veronica C. Palileo (July, 1960 - April, 1962)
Aurora A. Leyba (July, 1960 - June, 1966)

Technician

Augusto T. Palileo (April, 1962

Voices

Roy H. Boettcher (By contract - 1962-63)
Irene S. Buhain (" ")
Eduardo Claudio (" ")
Gloria de Guzman (" ")
Isabel C. Martin (" ")
Toto Martin (" ")

Composition

Rodolfo O. Ostil (April, 1959 - June, 1965)
Gaspar Cruz (December, 1961 - December, 1966)

Art

Felipe D. Vale (October, 1959 - June, 1965)
Magtanggol U. Zarzuela (March, 1962 - September, 1963)
Adrian Amorsolo (By contract - 1962-63)

Visual Aids

Encarnacion V. Granado (July, 1963 - March, 1964)

Reception

Salud A. Habana (November, 1957 - April, 1958)
Esperanza Amores (October, 1957-58)
Celina Laico (April, 1958 - June, 1964)
Rosario T. Kabigting (July, 1963 - June, 1965)

Typists

Elena M. Papa (October, 1960 - June, 1965)
Victoria C. Jovillar (March, 1960 - June, 1965)
Aurora C. Lleander (July, 1960 - November, 1963)
Rosario T. Kabigting (September, 1960 - July, 1963)

General Service

Pascual V. Magpayo (October, 1957 - June, 1965)
Victor V. Magpayo (July, 1962 - June, 1965)
Pascual L. Laureano (March, 1962 - November, 1963; April, 1964)

Consultants

Frederick B. Davis, Experiments (November, 1959; February, 1961; June, 1962; August, 1964; August, 1966)
Robert P. Stockwell, Language Analysis Projects (June, 1958, June, 1959; July, 1960; July, 1961; July, 1962)
Paul Schachter, Language Analysis Project (July, 1961; July, 1962 - August, 1963)
Linda C. Bigelow, English materials (August, 1963 - January, 1964)
Felisa F. Mesina, Rizal Experiment (April-May, 1960; April-May, 1961; April-May, 1962)
Pablo E. Natividad, " " (April-May, 1960; April-May, 1961; April-May, 1962)
Tommy R. Anderson, Monograph Series (October, 1960 - March, 1962)
Milagros Romaquin, " " (June, 1962 - August, 1953)
Fe T. Otanes, Tagalog Project
Robert D. Wilson, Tagalog Project
Amparo R. Buhain, Tagalog Project
Ely V. Javillonar Marquez, Tagalog Project (September, 1961 - June, 1962)
Purita A. Arandilla, Iloilo Experiment, (April, 1963 - June, 1964)
Bonifacio P. Sibayan

UCLA Office Staff

Clara F. Jones (July, 1957 - October, 1958)
Sylvia Peterson (October, 1958 - February, 1965)
Marilyn Wallis (March, 1963 - September, 1964)
Violet Hamilton (May, 1965 - April, 1966)
Joan Samara (March, 1965 - December, 1966)
Elna Schwellenbach (October, 1964 - April, 1965; April - December, 1966)

In addition to the regular staff members listed, others were detailed to the Center for short terms of service, mostly for writing and/or scoring tests or for preparing materials for the experimental classes.

APPENDIX K

PROPOSAL FOR A THREE-YEAR FORD FOUNDATION-PHILIPPINE NORMAL COLLEGE LANGUAGE PROGRAM

O. SUMMARY

Because of the acute need for solution of the many pressing problems in language referred to elsewhere in this document and because of the important role that the Philippine Normal College (PNC) must assume in furnishing leadership for the solution of these problems, the Language Study Center of the Philippine Normal College in behalf of the College requests the aid of the Ford Foundation in building up at a more accelerated pace than would otherwise be possible its resources for furnishing the necessary leadership in research and in the training of leaders in the teaching of English, Pilipino, and the vernaculars in the public school system. A three-year grant totalling US $312,000 is requested to begin in 1965-66 and to be administered through the Language Study Center of the PNC. Detailed planning of the use of the grant will be the responsibility of the PNC after close consultation with the Foundation.

The main activities under the Project will be:

1) Faculty Development Program

2) Research in English, Pilipino and the vernaculars

3) Publication of research work and other manuscripts in language and language teaching and learning starting in 1965-66

4) Student and Faculty Exchange program with a sister university in the United States

5) An extension program to enable appropriate members of the PNC faculty to be in intimate contact with the problems of the schools in the Philippines and to place these faculty members in a position to be of maximum help in the solution of language problems in the Philippines

6) Enlargement of the offerings of the Graduate Program in terms of (1) an M.A. program with a wider range of cognates and electives for the graduate student to choose from, and (2) a Certificate Program in the teaching of English as a second language

7) Development of Library Facilities and a Research Speech Laboratory

At the end of the three-year period it is hoped that a firm beginning shall have been attained towards the accomplishment of the following objectives:

1) Adequate staffing of the Faculty in linguistics and language teaching. The PNC will not only be in a position to depend on its own resources to take care of all graduate students on the M.A. level but it will be in a position to fulfill its obligations in educational leadership and scholarship through an adequate extension program in language teaching and research in cooperation with the Bureau of Public Schools (BPS),

2) Adequate library and research facilities comparable to those of the better universities and colleges abroad,

3) Publications sponsored under the project will be on a self-paying basis,

4) Research work by both faculty and graduate students will be on a firm basis.

In summary, the PNC will be in a position to give educational leaders the necessary education and training for leadership and scholarship that was formerly furnished by universities abroad. Only scholars on the doctoral level may be sent to the U.S. or other countries offering comparative graduate programs.

1. BACKGROUND AND JUSTIFICATION

1.1 The Changing Role of the PNC in Philippine Education

It is valuable at this point to review, albeit briefly, the role of the PNC in Philippine education. This review must focus itself on the "changing" role of the College in its contributions to educational progress and thinking. The "changing" has to be in quotes because the change really has to reside in the PNC itself in response to the needs of the changing educational pattern. More important, PNC is not only to serve the needs brought about by these changes but it must fulfill the role that all institutions of higher learning must play, i.e., lead in necessary changes especially through vigorous research and scholarship. Otherwise the College would forfeit its most important role.

It is a fact that the graduates of the PNC (formerly Philippine Normal School) have been leaders in elementary education. The administrative and supervisory arms of the school system had to lean heavily on PNC graduates in the past. In spite of this, however, the more sensitive and more critical positions in the public school system have been filled by people who supplemented their PNS education with training and education abroad. The more advanced education of these leaders had to be furnished by other institutions, especially those abroad.

The minimum educational qualifications of teachers in the school system has been raised to the Bachelor's degree and the time is not far distant when many classroom teachers will have the Master's degree. The people who have to supervise and lead these teachers will have to have better educational qualifications.

To make it more compelling that administrators and supervisors have to have better training than the teachers who are trained to teach; the school system has, during the last decade, become so complex that the leadership formerly exercised by the General Office force has to be exercised by men on the local level.[1] Leaders should at least be available for every district in the Philippines. At present there are 812 school districts. It is no longer possible for the General Office supervisory staff to exercise as close a supervision as it has exercised in the past. The butter would not only be spread too thin but most of the bread would not be buttered at all. Thus, the more complex needs of society and the tremendous growth of the school population have combined to make it absolutely necessary that planning, setting up, and executing educational programs have to be in the hands of local educational leaders to be effective.

Unfortunately, however, the number of qualified men and women educators to plan, set up, and execute programs of study and research and teaching on the local level has not grown with the explosive needs. This is true in practically all branches of education. And because this is an age of specialization in all areas of knowledge, education has not been spared the effects of that movement.

This need for highly qualified educational personnel on the local level is acute. In the field of language teaching, the number who have training on the certificate level is not more than fifty and on the M.A. level, not more than two dozen in the entire Philippines. This number is totally inadequate to serve the needs of 150,000 teachers. On this subject, Supt. Jose T. Cortes, chief of the elementary school division of the Bureau of Public Schools said: "With one hundred fifty thousand teachers to serve, twenty scholars every year at the PNC are too few to meet the demands of the system.[2]

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[1] In the Philippine educational system, the local level is conveniently divided into three sub-levels, viz., division level often corresponding to a province (some big provinces are divided into two or three divisions) or a big city under a division superintendent; district level which is composed of the schools in one, two, or three towns, depending upon the size; and the elementary school level under a principal. The number of teachers in a division is, on the average, more than a thousand (the biggest outside Manila is Pangasinan with 6,458 teachers) the number in a district may be from less than a hundred to close to two hundred and the elementary schools around twenty-five. Training for leadership on the district level should be considered the minimum under this program.

[2] Remarks given in the meeting of the Committee on planning the transfer of functions of the Philippine Center for Language Study (representatives of the Bureau of Public Schools, Philippine Normal College and the Philippine Center for Language Study) held at the Department of Education on December 17, 1963.

Training for leadership, therefore, has passed from the undergraduate to the graduate level. This is true in almost all fields of scholarship and work. The responsibility of the PNC is very clear. While it will continue to be the country's premier institution in the training and education of classroom teachers, it must through its graduate program, assume the further and more critical responsibility of furnishing leadership in education in full partnership with the Bureau of Public Schools (BPS) and other institutions of higher learning in this country. It should no longer be necessary for the Philippine government to send scholars abroad for the certificate or M.A. in second-language teaching when the PNC program is fully developed.

1.2 The Teaching of English as a Second Language at the Philippine Normal College.

The concept of second-language teaching was first brought to the Philippine Normal College with the assignment of Clifford H. Prator as Fulbright professor of English in 1949. Other professors assigned later were Lilian O'Connor, Pauline Rojas, Roderick Hemphill, Tommy Anderson, and Anne Newton. Most of the courses taught were in the undergraduate department.

In the school year 1960-61 an M.A. program for specialization in the teaching of English as a second language was established at the PNC under the cooperative effort of the Asia Foundation, the Philippine Center for Language Study (PCLS), the PNC, and later by the Bureau of Public Schools. The Asia Foundation sponsored four scholars by giving a stipend to defray their year's expenses. The PCLS offered the services of one staff member to teach some of the courses and in addition it made its library holdings in linguistics and language teaching available to the graduate students. The PNC offered a tuition waiver.

The U.S. Educational Foundation continued to assign a Fulbright professor to teach in the program up to the end of the academic year 1962-63. Help also came from the Asia Foundation in the form of fourteen scholarships (4 in 1960-61, 4 in 1961-62, 2 in 1962-63, and 4 in 1963-64.)

A total of 73 scholars have been sponsored by the BPS and the Asia Foundation from 1960-61 to the present (1963-64) academic year.

One must not be misled into thinking, however, that the program for specialization in English teaching no longer needs support. College funds are still too meager to support the program. It is for this reason that a program envisioned in this request for foundation support is justified. After the three-year period, it is hoped that the PNC will be able to take over much of the program. At the end of that period it is hoped that progress towards the following will have been attained: (1) the faculty will be built up, (2) the library and other facilities will be adequate, (3) the publications sponsored by the College will begin to be self-supporting, and (4) the M.A. and certificate programs will be put into more or less self-drawing programs.

Mention may be made here of the effort in the undergraduate department in TESL. A survey course in the teaching of English as a Second Language was offered as an elective beginning in the academic year 1956-57.

With regard to the faculty in TESL five members of the faculty were sent for the certificate program at UCLA under various scholarships (as of this writing one is at UCLA) and two were sent to Australia under the Colombo Plan. These grantees are teaching full time in the Laboratory School and in the undergraduate courses. Two teach part time in the graduate program (as extra load). /A fuller discussion of faculty resources is made under "Faculty Development Program" (Section 2.1)/

In July 1962 the Language Study Section was established with the transfer of Dr. Bonifacio P. Sibayan from the English Section, Instruction Division, of the Bureau of Public Schools to the Philippine Normal College. The Language Study Section has, since then, coordinated the efforts on second-language teaching at the College through liaison with the BPS and the PCLS. Dr. Sibayan was one of two first scholarship grantees under the PCLS. Also he is a former fellow of the Rockefeller Foundation.

1.3 The Monroe and Swanson Surveys

In 1960, the Swanson Survey Team wrote: "There is no problem that is so vexing and loaded with emotion and conflicting interests as the language problem ... A main source of difficulty stems from the fact that little research evidence is available. While it is true that the Iloilo study demonstrated the value of the use of the native language in Grade I and II, there are many other facts of the problem that are in need of investigation. Additional linguistic studies are needed to provide basic information about the languages in the Philippines and the relationships among them. Psychological studies of language development and educational studies of language instruction are needed to provide information on many problems related to the efficient learning and teaching of Pilipino, the native languages, and English. Until more research evidence is available it will not be possible to make definite recommendations on many aspects of the problem with a high level of confidence."[3] (underscoring supplied)

It is interesting to point out the fact that the Monroe Survey Commission recommended research on Philippine languages in 1925. The recommendation of the Monroe Commission is quoted elsewhere in this document under the topic "Research in the Vernaculars." (See Section 2.22.)

The Philippine Normal College, through its graduate program in linguistics and language teaching, will undertake to help furnish the research evidence in many areas as called for in the Swanson Report and the Monroe Survey Report. A very modest start in linguistic studies has been made under the graduate program. The work must be enlarged under a more ambitious program.

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[3] Swanson, J. Chester, et. al. A Survey of the Public Schools of the Philippines - 1960. Manila: United States Operation to the Philippines, American Embassy, 1960, p. 93.

1.4 The Philippine Center for Language Study (PCLS)

In 1957 the Philippine Center for Language Study was established under the aegis of the University of California at Los Angeles with funds from the Rockefeller Foundation. Under the program of the PCLS, a number of scholars have been sent to the United States to form a core of leaders in language teaching and research in the Philippines. Locally, the Center has helped establish a program of graduate study at PNC and will continue to support the program until it (PCLS) phases out in 1965. It has aided the Bureau of Public Schools in the publication of guides, manuals, texts, and a series of monographs in language teaching. Besides these, it has sponsored a number of research studies, the results of which will profoundly affect decisions on language policy, programming, and curriculum development to be made in Philippine education.

In 1965, however, the PCLS will begin to phase out. Among its chief contributions will be the firm start it has given to language teaching and research in the Philippines. The Center has shown important directions in scholarship, leadership, and research. It is left to more permanent Philippine institutions such as the PNC and the BPS to strike out toward these directions, when the Center has phased out.

1.5 Justification for this Request

It is the tradition the world over that the College or University is the center of thinking, of ideas, and of advance in research. The PNC must move towards this position. The time should come when the "field" (The educational system that is charged with the direct education of the youth of the land) will look up to the PNC to help solve its many problems. It is envisioned in this proposal that the groundwork will be laid for such a situation in the solution of language problems.

This can be done if the members of the faculty have the best academic preparation and are given enough opportunity for further study, research and writing; if the College has the proper facilities for study and research in the form of an excellent library; if the college has a program to continuously infuse new blood and new thinking through a program that makes it possible for both students and faculty to be in contact with scholars from other institutions and places; and if the college has a program of studies that will attract the best teachers and scholars in language teaching, not only from the Philippine scene, but from other countries especially those of Southeast Asia.

The Philippine Normal College requests the aid of the Ford Foundation in establishing this kind of thinking to place the PNC in a position to discharge its responsibilities.

1.6 Supply of Scholars from the Bureau of Public Schools

The Bureau of Public Schools expressed its support of the graduate program on language teaching (the support stems from the realization by the Bureau of the need for language teachers and leaders in language teaching) with the creation of twenty yearly scholarships. The scholars are selected from the rank and file of teachers, principals, and supervisors in the Bureau of Public Schools.

2. THE PROGRAM

2.1 Faculty Development Program (FDP)

One of the most critical areas (and therefore the one with the highest priority in this request for aid from the Ford Foundation) is the improvement of the faculty.

During the academic year 1963-64, the courses in the M.A. program for language specialization are taught by the following:

Name and Qualification	Source of Pay
Bonifacio P. Sibayan, Ph.D.	PNC
Tommy Anderson, Ph.D. cand.	PCLS
Roderick Hemphill, M.A.	PCLS
Anne Newton, M.A.	PCLS
Naty Rogers, M.A. w/cert. in TESL (UCLA)	PNC[4]
Lilia Cortes, M.A. (Ed.) with training in TESL in Australia	PNC[4]

The following members of the undergraduate faculty and of the laboratory school have had training in TESL at UCLA's certificate program:

Maximo Ramos, Asst. Prof. and Head, English Department (undergraduate)
Mrs. Consuelo Sevilla, Asst. Prof., Laboratory School
Miss Florencia Sugue, Asst. Prof., Laboratory School
Miss Josefina Dionisio was sent to Australia under the Colombo Plan and she has had some training in TESL.

Prof. Ramos' duties in the undergraduate program demand full time. Any course he may teach in the graduate program is "extra load."

The services of Miss Sugue and Mrs. Sevilla are available only during the summer session. During the regular academic year they teach full time in the Laboratory School. They can teach English 506 (Teaching English as a Second Language).

The following observations must be made from the data above:

1) That there is only one full-time member of the faculty in the specialization program paid out of PNC funds.

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[4] Mrs. Rogers is directress of the Speech Laboratory and is a full-time member of the undergraduate English Department. Mrs. Cortes is also a full-time member of the undergraduate English Department. Any course they teach in the graduate department is considered "extra load."

2) Three of the present staff members are on "loan" from the PCLS. Their services are given to PNC free. The time to plan for replacements of these three must be made beginning with the academic year 1964-65, a full year before the PCLS phases out.

3) There is a need for members of the faculty with the doctorate degree either in theoretical or applied linguistics. At present there is only one with such academic preparation.

4) There is an imperative need for a faculty development program (FDP) to upgrade the faculty in TESL.

Plan of Operation in the FDP

The faculty development program will take the following directions:

1) Upgrading the eligible members of the faculty through study and/or research grants on-campus.

2) Employing during the three-year period three academically qualified Filipinos - those with Ph.D. degrees in either theoretical or applied linguistics.

3) Employing, under special contract, Americans with training and experience in the Philippines.

4) Exchange Faculty program with a U.S. sister institution (tie-up arrangement).

The foregoing plans are discussed below in detail:

Study and Research Grants to Present Members of the Faculty. The present members of the faculty who are eligible and who have high potential for research and for teaching will be given the opportunity to raise their academic competence in any of the following ways:

1) Study grants. These study grants will be in the form of substantial allowance to make it possible for the faculty grantee to attend classes in the College instead of teaching "extra" classes to augment his income. The grants shall be paid out of project funds. The College will employ and pay part-time faculty members to teach what these grantees would otherwise teach.

2) Research grants. A system of research grants may be instituted to make it possible to award modest amounts to members of the faculty to undertake research on language and language teaching. Faculty members who will undertake such research may have to have released time. The research grants will be financed out of the project funds. The College will, as in the case of the study grants, assume responsibility for salaries of college and/or part-time faculty members who would teach the extra subjects that would otherwise be taught by the research grantees.

Employment of three Filipinos with advanced degrees during the five-year period. Initially, these personnel will be paid out of project funds for two years but will gradually be absorbed into the PNC payroll according to the following schedule:

Academic Year	New Appointee	Paid Out of Project Funds	Transferred to PNC Payroll
1965-66	1	1	0
1966-67	1	1	1
1967-68	1	1	1
1968-69	0	0	1
			3

The prospect of tenure at the PNC should be attractive to Filipino scholars of the required qualifications.

Action on personnel under this proposal would be planned by a Committee subject to the approval of the Board of Trustees. This committee shall be composed of the Dean of the Graduate School, the Head of the Language Study Center, and the President of the College.

Special Contract Employments. The employment of qualified Filipinos may take time. When the PCLS phases out in 1965, there will be need for the services of at least two members of the faculty now on loan from that institution.

American scholar-teachers who have experience in TESL in the Philippines should be employed under a special contract. The salaries of these teachers should be paid out of project funds. Provisions should be made in the contract to make it possible for the professor under this contractual employment to visit the U.S. at least once before the termination of the contract. Transportation expenses for this trip shall be paid out of project funds.

Exchange Faculty Program with a U.S. Sister Institution. It is necessary that faculty members with advanced degrees are allowed a year's leave to go on an exchange program with a sister institution in the United States. The advances made in a field like linguistics and language teaching are often so rapid that unless the faculty member keeps up with these advances he may find himself teaching many obsolete things. Arrangements should be made with the University of California, Los Angeles, for such an exchange program. Correspondence between some members of the PNC faculty with a faculty member of a leading university in the U.S. is now in the exploration stage. The expenses of the exchange professor from the Philippines may be borne jointly by the Project and the Philippine Normal College. The Philippine Normal College shall pay the salary of the exchange professor while he is on leave from the College. The salary and transportation expenses of the visiting (exchange) professor from the sister institution abroad shall be paid from project funds.

2.2 Full Development of the Graduate Program in Research and Language Teaching

It is planned that the graduate program will attract two kinds of students: 1) Filipino scholars and 2) foreign students brought to the PNC campus on a student-exchange program or those sponsored by various governments in Asia.

There will be 1) an M.A. program which will be a revision and enlargement of the present program and 2) a certificate program in the teaching of a second language. The M.A. degree is a research degree. Those not interested in research by in teaching and supervision may take the certificate.

2.21 The M.A. program

The present M.A. program is designed for specialization in the teaching of English as a second language. It will be revised to give more flexibility to meet the needs of the school system in the area of language teaching. The program will offer specialization in any of the following: 1) the teaching of English as a second language, 2) the teaching of Tagalog (Pilipino) to non-Tagalog-speaking Filipinos, and 3) the teaching of the vernaculars.

The following courses will be offered for the M.A. in language specialization:

Liberal Arts	Number of Units
Any three of the five courses presently being offered[5]	6
Professional	
Philosophy of Education	2
Research and Scientific Writing[6]	2
Teaching a Second Language[5]	2
Specialization	
Introduction to Descriptive Linguistics[5]	2
Phonology (Phonetics and Phonemics)[5]	2
Morphology and Syntax[5]	2
Contrastive Analysis[5]	2
Electives (Any two depending on field of concentration)	
Statistics	2
Structure of English	2
Structure of Tagalog	2
Structure of other Philippine Languages	2
Advanced Composition	2

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[5] Required of every student.

[6] May be interchanged.

Electives (continued)	Number of Units
Preparing and Evaluating Materials (in English, Pilipino, Vernacular)	2
Language Testing	2
Research Methods in Language[6]	2
Fundamentals of Drama	2
Playwriting	2
Problems of Conversational English	2
Thesis Writing	6
Total number of units for M.A.	30

2.22 Systematic Study of and Research in the Vernaculars

One of the most important requirements in the teaching of a second language is a knowledge of the first language of the learner. As early as 1925, long before second-language teaching was even talked about, the study of the various Philippine Languages (especially their phonological structure) for comparison with English was recommended by the Monroe Survey Commission.[7] The recommendation was never carried out because it was made too far ahead of the advance in scholarship in the comparison of languages. It was only in 1957 (thirty-two years after) that the first book on the techniques of comparing two languages was published.[8]

There are, then, two compelling reasons why the Philippine vernaculars should be studied: 1) the major vernaculars are used as a medium of instruction in grades 1 and 2 -- (up to the present, however, no program has been designed to teach future teachers how to teach in the native language,[9] and 2) a knowledge of the structure of the vernaculars is needed in order that the teacher may understand better the difficulties of the child in learning a second language.

There is, therefore, a need for a program in the vernaculars to consist of the following at PNC:

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[6] May be interchanged.

[7] "A thorough study...should be made by experts to be employed by the Bureau of Education. Such a study should include a critical analysis of the vernacular in context... a detailed study of the tonal quality, rhythm, accent, and syllabication of the Filipino tongues and a minute comparison with corresponding elements of English; and tests should be made to fit the phonic situation of the Philippines." See Paul Monroe (Chairman), A Survey of the Educational System of the Philippine Islands (Manila: Bureau of Printing, 1925), p. 24.

[8] Robert Lado, Linguistics Across Cultures, Ann Arbor: University of Michigan Press, 1947.

[9] A start was made this year on the undergraduate level with the conversion through the initiative of the Pilipino Department of one of the Pilipino courses at PNC into a partial course in the teaching in the vernaculars.

1) An undergraduate course on teaching in the vernaculars (materials, methods, and knowledge of the vernaculars) -- 3 unit course

2) Two graduate courses

2.1) Structure of Philippine Languages -- 2 units

For this course a specialist in Malayo-Polynesian languages may have to be brought in to teach such a course under project funds. Prof. Dyen of Yale or Richard Pittman of SIL would fit in well in such a program. Preliminary explorations are being made along this line in the form of correspondence.

2.2) Preparing and Evaluating Materials (in English, Pilipino, Vernacular)

Research in the vernaculars

Research in the vernaculars and in Tagalog may take two general forms:

1) Those done by Filipino graduate students for the M.A. degree, and

2) Those to be done by graduate students from abroad on the exchange program. One or two students from the U.S. may be sent to the Philippine Normal College by the cooperating university to do research work on such topics as the following:

2.1) A Philippine language

2.2) How English is taught in a non-English environment

2.3) Sociological studies in relation to language

2.4) Anthropological studies in relation to language

Student Exchange and the M.A. Program

A program of student exchange shall be arranged between the University of California at Los Angeles and the PNC. The students (two each year) from the PNC shall be selected by a screening committee on the basis of scholarship and potential for research and teaching. The scholarships shall be financed under project funds.

The cooperating (sister) university may send a scholar or two to the Philippine Normal College. The scholars may do research and at the same time take two or three courses at the PNC. Among the courses that the scholar may select are:

(1) Teaching English as a second language

(2) Contrastive Analysis

(3) The Structure of Philippine languages

The exchange of students will have a healthy effect on the PNC campus, both graduate and undergraduate. It will make it possible for graduate students in language to have more intimate contact with native speakers of the language. The contact of students of varying nationalities and culture is always beneficial to all parties. The presence of foreign scholars in PNC classrooms should further raise the prestige and quality of teaching in the college.

The exchange program should be very beneficial to the foreign student, especially the American student. The study of how his language is taught in a non-English environment should give the American student a greater awareness of the need for greater support of the program of English teaching not only here but elsewhere.

As a part of the exchange program between UCLA and PNC, any student who holds the UCLA certificate in second-language teaching may work for a PNC M.A. degree under the same privileges as the holder of a PNC certificate in second language teaching, the requirements of which are set forth in Sec. 2.23 - Certificate Program in Teaching English as a Second Language - immediately following. This makes the UCLA certificate holder not very far away from the PNC M.A.

2.23 Certificate Program in Teaching English as a Second Language

There are a number of very capable students who enroll at the Graduate School who are not inclined to research. Many of these are superior teachers whose main interest is teaching rather than research. This type of student should have access to a program of study that will make it possible for him to take courses beyond the undergraduate degree and that will equip him with the necessary competence to plan, set up, and execute language programs in the provinces. The need for this type of scholar is felt most at the district and elementary school levels.

Such a course should be provided in a one-year certificate program. The courses in the certificate program are designed such that the holder of the certificate should not be very far from an M.A. in the teaching of English as a second language or an M.A. in education.

The following is the proposed program for the certificate in second-language teaching. It requires satisfactory completion of at least 24 units beyond the Bachelor's degree. A feature of the program is the completion of 4 units of practical work in actual teaching to be done in an internship program. Thus in lieu of the thesis which is required in the M.A. program, the student will demonstrate successful teaching as meeting the requirements for the certificate.

The following subjects in the present M.A. program may be used for the certificate.

Units	Courses No. and Title
10 units required	Any 5 of the following:
2	English 501 - Introduction to Descriptive Linguistics
2	English 502 - Phonology

2	English 503 - Problems of Conversational English
2	English 504 - Contrastive Analysis
2	English 505 - Advanced Composition
2	English 506 - Teaching English as a Second Language
4	Any two courses may be taken among the following:
2	Philosophy of Education
2	Curriculum Making
2	Statistics
2	Research and Scientific Writing
4	Any two courses among the following:
2	Structure of English[10]
2	Structure of Philippine Language[10]
2	Preparing and Evaluating Materials[10]
2	Language Testing[10]
2	Research Methods in Language[10]
2	Dramatics or Speech
At least one Liberal Education subject	
2	Any Liberal Education subject presently being offered
4	Internship
24 units (total requirement for certificate)	

The student who is awarded a certificate may work for an M.A. in English Language teaching later by satisfying the requirements for (1) the thesis [6 units], (2) the L.E. subjects [4 units], and (3) Research and Scientific Writing [2 units], and (4) Statistics [2 units]. The student who selects *Research Methods in Language* need not take *Research and Scientific Writing*. The holder of the Certificate is thus only six to eight academic units away from the M.A. plus the writing of a thesis. This arrangement is similar to a number of such arrangements in many of the better universities and colleges abroad.

2.3 Consultant Service and Extension Work

Up to the present, the field still has to depend almost wholly upon the General Office for consultant service in the teaching of English as a second language. The resources of that office in terms of personnel consist of four persons, three with the M.A. degree and one with a certificate on second-language teaching. It does not require any stretch of the imagination to see that this staff is inadequate.

Requests in the past from various school divisions of the Bureau of Public Schools have been made for PNC faculty members to act as consultants in workshops and seminars but these requests have invariably been turned down because faculty members were too occupied in their campus teaching.

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[10] This course still has to be offered. It is not yet included in the curriculum.

And yet it is not only to be the ideal, but something absolutely necessary, that professors in the PNC should have intimate knowledge of the teaching, administrative, and supervisory problems of the field. The reason for this is quite obvious. It would be tragic if the college professor got too immersed in college teaching and lost contact with the actual problems of teaching. The results of such a condition would be that the professors would be teaching "mere theory." Unfortunately, it seems that many college professors, through no fault of their own in the majority of cases, have been guilty of this.

The best possibility for making PNC personnel available to the field to enable the PNC to have first-hand information on teaching, supervisory, and administrative problems is to institute an extension type program. As envisioned in this proposal, the program would work out as follows: During the three-year period the college would transfer on a gradual basis, some of the faculty members paid out of project funds to the regular pay roll of the College. This may start in the third year of the project. At the end of the three-year period, the professors, previously paid out of project funds should have been all transferred to the regular PNC pay roll. This would make it possible for the College even before the expiration of the three-year period, to place senior staff members on extension work. Certain members of the faculty could be chosen to take over the function of certain key members who will be placed to do such extension work.

These faculty members on extension work (a system of rotation would be worked out) will be in a position to work closely with graduate students undertaking action research or with personnel of the Bureau of Public Schools doing work in collaboration with the PNC. Examples of work of the latter nature are evaluation and testing of teaching and testing material in the field. It is to the mutual advantage of the PNC and the Bureau of Public Schools that faculty members and supervisory, administrative, and demonstration personnel know each other's work and problems.

2.4 Library Facilities

At present, the library holdings for graduate work in linguistics and language teaching at the PNC are pitifully meager. The truth is that the PNC does not own a single book in this field of specialization bought out of its own funds. The several volumes now available in the library were either donated by AID or by some of the Fulbright professors who taught at the College. The bulk of the available books were loaned by the PCLS to the College.

The need for a graduate Reading Room containing the most basic references in linguistics and language teaching (the collection to include bound volumes of Language, Word, Language Learning, Language Teaching, and the International Journal of American Linguistics) is both acute and immediate. The building of a library fit for graduate work is one of the most important of the requests in this proposal.

2.5 Publications

A number of research studies by graduate students are now in progress which will be very useful for teachers in the field when completed. The research studies on teaching materials at present being made by twelve graduate students are specifically designed to be for publication for use by teachers. These teaching materials cover the grammar of English based on the new description of English structure. The materials are designed for grades 4, 5, and 6.

The cost of initial publication of these research studies will be for the purchase of paper and other materials. Eventually, these publications should be self-supporting. Printing may be done by the PNC press. It is estimated that the first manuscripts in this program would be ready for printing by the middle of 1965.

The publications contemplated in this project are those that will be the product of research undertaken by both faculty members and graduate students indicated earlier in this document. The research topics which will be the bases of the publications will center among others around the following research areas:

(1) Basic descriptions of languages and contrastive analysis of languages.

(2) Intelligibility and related studies of the communication process in action.

(3) Examining existing and proposed educational policies, teaching methods, etc., with a view to discovering what is being done or what could be done and what the strengths and weaknesses of given policies and methods are.

(4) Constructing and/or evaluating teaching materials intended for classroom use.

(5) Determining what features in language need to be measured and constructing tests to measure them.

(6) Examining the relationship between language arts and the content subjects with a view to finding out what relationships exist between language and content.

(7) Development of supplemental aids such as dictionaries containing fundamental grammatical and semantic information for the Philippines and edited texts intended for readers with Philippine type difficulties in language.

(8) Determining the qualities of a successful language teacher, the extent to which each of these qualities can be taught in pre-service and in-service training, and the best method of teaching different qualities.

(9) Investigating the relationship between language and culture with a view to determining what social and cultural pressures are placed upon English in the Philippines, what effect these pressures are likely to have on the English language as spoken in the Philippines, and the extent to which language teaching should go along with or conflict with these cultural and social pressures.

(10) Miscellaneous areas such as first-language teaching, bilingualism, dialectology, etc.

2.6 Plan of Organization

It is agreed that the main contribution of the Philippine Normal College to the solution of the language problem will come mainly from its graduate program and secondarily from its undergraduate program. The plan of organization will therefore center on the activities of the graduate studies program in linguistics and language teaching involving Pilipino, English, and the vernaculars.

The present head of the Language Study Section shall be charged with the over-all coordination of the activities in the program and the Section shall be enlarged to a Department or Center.

The budget of the Project would be under the direct responsibility of the College and all decisions on the expenditures, accounting, and management of the funds would rest with the College after any necessary consultation with the Foundation.

In order that the Philippine Normal College may be in possession of the best thinking in strengthening the program of language teaching and research outlined in this proposal, there shall be an Advisory Board whose function will be advisory and consultative in nature. The members of the Advisory Board shall come from the various educational and cultural agencies of the community. This will make it possible for the PNC to view the problems of language teaching and research through various windows from men of different persuasions. Among those to be invited to this Advisory Board will be the Undersecretary of Education, the Directors of Public Schools, Private Schools, and of the Institute of National Language, the Secretary of the U.S. Educational Foundation, the cultural affairs officer of the U.S. Embassy, representatives of AID, NEC, and the ex-Director of the Philippine Center for Language Study. The Head of the PNC Language Study Center, the Dean of the Graduate School, and the President of the PNC will be members of this Board.

APPENDIX L

PROPOSAL FOR A THREE-YEAR EXTENSION OF THE FORD FOUNDATION-PHILIPPINE NORMAL COLLEGE LANGUAGE PROGRAM

0. SUMMARY

Because of the acute need for solution of the many pressing problems in language referred to elsewhere in this document and because of the important role that the Philippine Normal College (PNC) must assume in furnishing leadership for the solution of these problems, the Language Study Center of the Philippine Normal College in behalf of the College requests the continued and expanded aid of the Ford Foundation in building up at a more accelerated pace than would otherwise be possible its resources for furnishing the necessary leadership in research and in the training of leaders in the teaching of English, Pilipino, and the vernaculars in the public school system. A three-year grant totalling US $485,550 is requested to begin in 1967-68 to be administered through the Language Study Center of the PNC. Detailed planning of the use of the grant will be the responsibility of the PNC after close consultation with the Foundation.

The main activities under the Project will be:

I. Four research projects which will advance knowledge on Philippine languages and language teaching in the Philippines and develop the research competence of the PNC faculty as follows:

Continuing:

1. Development of a language-archives project,

2. Follow-up of the Rizal and Iloilo experiments in language teaching,

New:

1. Linguistic development of children (in co-operation with the Child Study Center and the Laboratory School of the PNC),

2. Research projects in reading,

II. Continuation of student-exchange programs with a sister university in the United States,

III. Continued faculty development through local grants and scholarships to study abroad,

IV. Continued development of library facilities,

V. Publication of research work and other manuscripts in language and language teaching and learning,

VI. An extension program to enable appropriate members of the PNC faculty to be in intimate contact with the problems of the schools in the Philippines and to place these faculty members in a position to be of maximum help in the solution of language problems in the Philippines,

VII. Faculty exchange with a sister university in the United States, provision for observation trips by appropriate PNC faculty, and provision for such PNC faculty to attend regional and international conferences,

VIII. Sponsoring of an annual national conference on Philippine linguistics, an annual national conference on language teaching.

At the end of the three-year period it is hoped that the following shall have been achieved:

1) Adequate staffing of the Faculty in linguistics and language teaching. The PNC will not only be in a position to depend on its own resources to take care of all graduate students on the M.A. level but it will be in a position to fulfill its obligations in educational leadership and scholarship through an adequate extension program in language teaching and research in cooperation with the Bureau of Public Schools (BPS),

2) Adequate library and research facilities comparable to those of the better universities and colleges abroad,

3) Publications sponsored under the project will be on a self-paying basis,

4) Research work by both faculty and graduate students will be on a firm basis.

In summary, the PNC will be in a position to give educational leaders the necessary education and training for leadership and scholarship that was formerly furnished by universities abroad. Only scholars on the doctor's level may be sent to the U.S. or other countries offering comparable graduate programs.

1. BACKGROUND AND JUSTIFICATION

1.1 Introduction

The Philippine Normal College, through the Language Study Center, seeks renewal of the Ford Foundation grant for language teaching and research for a period of three years. The Philippine Normal College recognizes that the ultimate aim of the Ford Foundation is to make the College self-sufficient in the areas of linguistic research and language teaching. The Foundation has enabled the PNC to expand its M.A. program and to undertake research activities of several kinds, start a library collection of some of the most important books in linguistics and language teaching, build a small speech lab for research purposes, build a home for the language study center, undertake the training of the college faculty both locally and abroad, and provide training facilities for teachers of language, including foreign language teachers such as those from Afghanistan. What is needed in the renewal is a continuation and expansion of present research and other activities and the initiation of vital projects that are of a permanent character. These will enable the PNC to develop additional competencies and facilities so that when the grant has ceased, the college will continue to function as a Center for linguistic and language-related research and its application to education in the Philippines.

1.2 Summary of Progress to date

It seems pertinent at this point in connection with this request for a renewal that the Foundation should be apprised of the progress achieved so far with the use of the initial grant for three years.

In discussing this apprisal, it might be best to indicate here what has been achieved in terms of the seven projects contained in the summary of the original proposal, namely:

1. Faculty development program
2. Research in English, Pilipino, and the vernaculars
3. Publications
4. Student Exchange program
5. Extension program
6. Enlargement of offerings in the graduate program
7. Development of library and speech laboratory facilities

1.21 Faculty development program

An old but true cliche says that a school cannot be stronger than its faculty. In order to mount an adequate program in linguistics and language teaching, the Philippine Normal College will ultimately need at least five graduate faculty members trained on the Ph.D. level, one whose main interest is English; one in Pilipino; one in language pedagogy; one with special interest in vernaculars and sociolinguistics; and one in psycholinguistics and related disciplines. Of these five the Philippine Normal College had two at the start of the program (Tommy R. Anderson, general consultant from UCLA and Bonifacio P. Sibayan, head of the Language Study Center). A third, Fe T. Otanes, was added during the past year and a fourth, Edilberto P. Dagot, is expected to return from his studies at New York University and Columbia University sometime this year. The team will be completed with the arrival of D. Richard Tucker, a consultant in psycholinguistics from McGill and UCLA. Of these five, two (Anderson and Tucker) are temporary consultants and should eventually be replaced by permanent faculty members. The ultimate line-up in the five-man graduate faculty in linguistics and language teaching should be Bonifacio P. Sibayan, language pedagogy; Fe T. Otanes, Pilipino; Edilberto P. Dagot, English; a specialist in vernaculars and sociolinguistics to be trained under the language archives program, and a psycholinguist to be identified and trained under the project on linguistic development of children.

The graduate faculty cannot function adequately without support from the undergraduate faculty and from other departments of the Philippine Normal College such as the Laboratory School, the Child Study Center, the Off-Campus Unit, etc. In order to develop an understanding of the objectives of the Language Study Center and the graduate specialization in language teaching among faculty members throughout the college, the program has included local grants to enable faculty members in key positions to take course work and participate in the research of the Center. Eleven faculty members, three in English, three in Pilipino, two in Spanish, two from the laboratory school, and one in education have taken course work under this faculty development grant and two of these have virtually completed the requirements for the M.A. Three faculty members from the Child Study Center and two from the Off-Campus unit have participated in research projects sponsored by the LSC. We expect to begin training six more faculty members this summer.

To date the chief result of these efforts has been to generate a keen interest in the success of the program among the faculty at large; eventually this interest should be reflected in changes in the undergraduate curriculum and in the availability of faculty members to assist in advising research work.

1.22 Research in English, Pilipino, and the Vernaculars

During the period of the grant, eighteen master's theses have been completed in the general area of language teaching and linguistics under the direction of the Language Study Center staff and the graduate faculty. In addition to thesis research, eleven students have been enabled to complete certificate projects which involved research in such areas as programmed instruction, bilingualism, language growth, evaluation of teaching materials, etc.

An American graduate student (Charles Richards) has collected material for a grammar of Pampango and another (Sandra Shamis) has started collecting data for a socio-linguistic study of language development in urban areas in the Philippines.

The linguistic behavior of five- and six-year old Filipino children is being investigated by three faculty members of the Child Study Center and three graduate students specializing in language teaching under the direction of Tommy R. Anderson.

The availability of personnel and facilities made possible through the grant enabled the Philippine Normal College to accept a project to prepare an English-Tagalog Tagalog-English dictionary sponsored by the University of California at Los Angeles on a grant from the U.S. Office of Education under the National Defense Education Act. This project made it possible for the College to write a scholarship contract with the Bureau of Public Schools for the training and education of three teacher-scholars for a period of two years. This is the first arrangement at the College which provides two-year scholarships.

Finally, the Philippine Normal College has started the preparation of the language archives with the collection of data on five languages, Magindanao, Tiruray, Sambal, Tagabili and Bila-an.

1.23 Publications

Work on publications has been severely handicapped by the lack of personnel. However, in November, 1966, the College acquired Benjamin M. Pascual, one of this country's leading creative writers, to take charge of editing and seeing through the publication of research. Not long after, Volume I, Number 1 of the ASAIHL (Association of Southeast Asian Institutions of Higher Learning) Research Bulletin, a compilation of abstracts of research studies in language and linguistics done in Philippine and other Asian universities, appeared under the auspices of the Language Study Center. Volume I, Number 2 of this Bulletin is in preparation and Mr. Pascual has begun work on the accumulated backlog of manuscripts suitable for publication which the Center has.

1.24 Student Exchange Program

Under the Student Exchange Program, two Philippine Normal College graduate students, Rosenda A. de Castro and Inez Q. David, have been sent to UCLA for advanced study and three American graduate students, Charles M. Richards, Jack Wigfield, and Sandra Lee Shamis, have come from UCLA to the Philippine Normal College. The graduate students from UCLA have taught courses and helped in advising graduate students doing graduate work in addition to doing their own research projects and assisting in the research projects of the Center.

1.25 Extension Program

The extension program has enabled eight members of the College faculty to obtain direct contact with conditions in the field by following up graduate students in their research projects, details of which are indicated elsewhere in this document. As a result of this contact, several innovations have been made in the program of graduate instruction offered at the College.

1.26 Enlargement of Offerings in the Graduate Program

The grant has enabled the College to make several revisions in its course offerings. The offerings in the specialization in language teaching have been expanded from six courses to sixteen, and the flexibility of the program has been considerably increased by providing a range of electives where a single course once had to suffice. A Certificate program in language teaching has been introduced to give additional flexibility to the Master's Degree program. As a result of the success of the program in language teaching, the Pilipino Department was induced to expand its offerings from six courses to fifteen and to begin a Certificate program, the first graduates of which will receive their certificates in April, 1967. The increased flexibility of these programs, especially because of the inclusion of some course work in other specializations, has encouraged the other specializations to include some work in linguistics and language teaching among their electives. This has led to considerable interdisciplinary understanding. These developments in the College curriculum have been instrumental in attracting to the College a number of students from private colleges who already have Master's degrees.

Also because of the additional facilities afforded by the grant, the College has been enabled to accept the task of training third-country participants in English-language teaching sponsored by the National Economic Council and the U.S.A.I.D. We are now training the second group of Afghanistan educators under this arrangement.

1.27 Development of Library and Speech Laboratory Facilities

The grant has enabled the Philippine Normal College to build a 20-position language laboratory for research in linguistics and language pedagogy, to build a recording room for the production of master tapes, and to purchase a library of around a thousand volumes. These facilities have enabled the Language Study Center to offer a number of services to other institutions. Among these may be mentioned the duplication of tapes and the testing of candidates for scholarships abroad. Because the Center has one of the best libraries in linguistics and language teaching in the Philippines, a number of students and faculty members from other schools have requested access to it, and their schools have similarly opened their library facilities to our students.

1.3 Justification of Projects

The phases of the proposed program of the Language Study Center to be considered in the following sections fall naturally into two groups -- phases which are oriented toward specific kinds of research activities which the PNC must be prepared to undertake and phases which, while not oriented to specific goals in research, are necessary to develop general research and teaching competence among members of the college faculty.

1.4 Research Projects

In this proposal, four specific lines of research are suggested -- the development of a language archives, follow-up of the Rizal and Iloilo experiments in language teaching, linguistic development of children, and research in reading. Specific justification for these projects will be found below, but the projects themselves involve two features of a general nature which represent new departures: several of the proposals call for graduate assistants, and several of the proposals call for use of the computer.

The present graduate students of the PNC are drawn almost exclusively from the ranks of teachers in the field. These students fall into four distinct groups -- regular day students supported for the most part on study grants from the Bureau of Public Schools, regular evening students who teach during the day in schools in the Manila area, students who attend classes only on Saturdays because they teach too far away to be able to come to Manila for an evening class, and students who can come only during summer vacation. The regular day students are expected to finish their graduate work in two semesters and two summer sessions although few of them have actually been able to do this. They take relatively heavy course loads and complete the course work requirements within the period, but they do not generally have time to complete their thesis research. Because they take their course work in a relatively concentrated form and because much of what they learn is either entirely new to them or actually in conflict with the preconceptions which they had when they came, they do not profit from instruction as well as they would profit from it if they took the same number of courses in a slightly longer time and were thoroughly exposed to research-oriented thinking. The evening, Saturday, and summer students usually take five or six years to complete the course work, and they also do not obtain maximum profit from it because they take it in too diluted a form. It would be desirable, therefore, for the college to establish a pattern of study and research which would keep a student at the college for two years studying half time and assisting half time in research activities. It is likely that if such a pattern could be established and if it could be shown to be a fruitful one, arrangements could be made with the BPS to assign teachers to the college for a longer period than that strictly required to complete their course work. Our initial experience with the three dictionary scholars who have been with us on this kind of arrangement leads us to believe that a two-year scholarship is more productive of results than the present one-year grants.

Another feature which might be mentioned regarding students is that the bureau scholars are not selected by the college. They are recommended by divisions, frequently on the basis of outstanding teaching performance but frequently without much consideration for academic potential. Many people with real academic potential are passed over unnoticed by their superiors in the field. The college can substantially improve the kind of graduate students which it has if it can take a direct hand in their selection. One way of achieving this would be to establish a pattern of graduate assistantships such as that suggested in several of the research proposals in this document. Hence the assistantships are expected to have long-term effects on student selection as well as to provide short-term help in specific areas of research.

One of the specific needs of the college is to develop among faculty and students an awareness of the ways in which the computer can be of assistance to them. At the present time, very few of the faculty and none of the students have made any use of modern data processing techniques. It is clear that research in education must make use of the best tools available, and it is clear that the computer is one of these tools. The college must, therefore, have access to it, but such access can only be built upon a general awareness of what it can do. When such an awareness has developed, it will be found necessary to train certain faculty members in the details of preparing data and programming. We understand that the University of the Philippines will be in a position to offer such training in two or three years, and during the interim we feel that it would be more profitable to build an awareness of the potential of the computer among faculty members and leave the actual details of programming to be taken care of at UCLA.

1.41 Language Archives

The work on the archives of Philippine languages is a continuing project. The archives should eventually contain tape recordings and analyses of all Philippine languages and their important dialects and tape recordings and transcriptions of the significant oral literature of the Philippines.

The archives project is expected to be useful for the following reasons:

1. It will provide training in techniques of collecting and processing linguistic data for PNC faculty and students.
2. It will provide materials for teacher training, since language teachers will need to have full and reliable information on the background language of the students they are to teach.
3. It will serve such other workers as curriculum and textbook writers, translators, lexicographers, literature teachers, and scholars in allied disciplines such as anthropology, sociology, folklore, etc.
4. It will develop college faculty capable of teaching courses in the structure of the vernaculars and in teaching and preparing materials in the vernaculars.

The building of the language archives will take years. To date, data has been collected and preliminary analyses made on the following languages: Magindanao, Sambal, Bilaan, Tagabili, and Tiruray. This preliminary work is being done largely by Jack Wigfield, an exchange student from UCLA under the Ford Foundation grant, but it is necessary for the work to be taken over and continued by Filipino scholars as soon as possible. Preparation of these scholars will necessarily include training here and abroad.

1.42 Rizal and Iloilo Experiment Follow-up:

The Bureau of Public Schools and the Philippine Center for Language Study undertook two important experiments, one in Rizal province (1960-66) and one in Iloilo province (1961-64), to determine the best balance of languages in the curriculum. In the Rizal experiment, an all-English curriculum was compared with two curricula in which Tagalog was the medium of instruction and English a subject in the first two grades and the first four grades respectively. In the Iloilo experiment, three curricula were compared where Hiligaynon was the medium of instruction for the first two grades and both English and Tagalog were taught as subjects. In one curriculum both languages were introduced in grade one, in one curriculum, Tagalog was introduced in grade one and English in grade two, and in the third curriculum English was introduced in grade one and Tagalog in grade two. The major results of these experiments are being published,[1] but many sidelights call for investigation. Furthermore, in the process of carrying out these experiments, extensive data were gathered concerning over 2,400 pupils and 250 teachers. Follow-up studies need to be made on these teachers and pupils in order to fully exploit the information which has already been collected about them. Some of the important questions that need follow-up are:

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[1] Frederick B. Davis, Philippine Language-Teaching Experiments, PCLS Monograph No. 6, Phoenix Alemar Publishing House, 1967.

1. What is the comparative literacy of the children who dropped out of school at the end of the fourth grade? The answer to this question should reveal how much education with the use of a certain kind of curriculum must be given to a child so that he may retain his literacy permanently.

2. What effect did four years of education in the vernacular have on the achievement of the students in high school?

3. What attitudes toward language, language teaching, and the content of education were engendered by the experiments in the teachers, parents, and students who participated?

This project will be part of the continuing extension work which the college has undertaken with the Bureau of Public Schools.

1.43 Linguistic Development of Children

Very little has been done, as yet, to provide specific information on the linguistic development of Filipino children. Thus language teaching in the Philippines proceeds from a number of unknowns. It is derivative from foreign materials, foreign techniques, and foreign norms.

Anyone who teaches language to children should consider certain basic assumptions concerning linguistic development in the native language. These assumptions, however, need verification by empirical study. We may mention the following as examples.

1. It is assumed that the normal child who reaches school age has learned the system of his native language with the exception of certain complex sentence structures and a great deal of vocabulary though he may have retained traces of baby talk.

2. The normal child is still linguistically very flexible, and his linguistic habits can be readily changed.

3. The child with defective hearing or speech or with emotional disturbances will have a linguistic development quite different from the normal child.

Such assumptions regarding the child's native language are, of course, to be supplemented by specific assumptions about the child's contact with second languages.

Again, second-language teaching appeals to psychology for the justification of many of its techniques and linguistic assumptions. However, psychologists have not investigated the learning of a second language in any detail. No actual experimental basis exists to show how second languages are learned and whether there are any differences between second-language learning and any other kind of learning. More alarming, Wilga Rivers in a recent book, The Psychologist and the Foreign Language Teacher, has shown that several cardinal tenets of orthodox second-language teaching run counter to a considerable body of evidence in learning theory. Hence there is an urgent need for experimentation on how second languages are actually learned. The Philippines provides ideal conditions for such experimentation, and the results of the experiments are urgently needed.

The Philippine Normal College should actively develop research in both native and second language learning, but one prerequisite for either line is a strong competence in psychology. Under the present grant, the Language Study Center and UCLA have been attempting to find a psycholinguist or an experimental psychologist with a strong interest in language development and functioning who could assist the Center and the College in such research. We may finally have succeeded when Wallace Lambert of McGill University and his pupil, D. Richard Tucker, come out. Tucker expects to stay for a year and has indicated that he might stay longer. Much would depend, of course, on the available facilities for research.

No matter how fruitful, however, two or three years of research by an outside consultant will not fulfill its purpose unless it can lead to the development of a permanent competence at the college to do such research. The college has, in the Child Study Center and the Laboratory School the necessary nuclei around which such a competence could be developed.

1.44 Research Projects in Reading

Reading, both in English and in the vernaculars, has been one of the most neglected aspects of language teaching in the Philippines. That this is so is indicated by the results of the Bureau of Public Schools literacy tests since 1960, and by the small-scale testing done at the Philippine Normal College, as well as by impressionistic judgments of teachers at all levels.

Partly to blame for this are factors like the lack or inadequacy of reading materials, the failure of articulation between reading and other phases of the language arts program, and the tendency of teachers not to rely on the students' ability to read (i.e., reliance on lectures and outlines rather than text and reference books).

As a teacher-training institution, the Philippine Normal College has the responsibility of training teachers who can teach reading skills well, and more important, teachers who themselves are able to read well. The PNC therefore has the immediate needs of upgrading its own reading program and of obtaining contact with reading programs in the school system in general through an extension program.

Steps which have been taken toward these ends are the following:

1. The sending of a PNC faculty member, Mr. Edilberto Dagot, to New York University and Columbia University for specialized training in reading and second-language teaching under the faculty development program of the present Ford grant.
2. Research work done by five students in Batangas (through the extension program) and in the laboratory school, in which programmed reading materials were tried out on Filipino children.

3. Construction and try-out of reading tests for various levels, including a standardized reading test for Grade IV, developed as M.A. theses by graduate students of the PNC.

4. Preliminary discussions between the Language Study Center and the Supervisor of English of Quezon City for an extension program to improve reading in Quezon City High Schools, from which PNC faculty and students will be able to gain insights into the problems involved in setting up reading programs.

The following still need to be done:

1. Upon the return of Mr. Dagot, the setting up of an extensive reading program in the college involving at least the diagnostic testing of incoming students and the establishment of research facilities and a reading clinic to assess the students' needs and determine effective ways of meeting them.

2. Development of courses leading to the establishment of a reading specialization in the Graduate School.

3. Development of reading materials and diagnostic tests for Philippine schools.

4. An extension program for the purpose of testing and refining materials and methodology in the teaching of reading.

1.5 Student Exchange

The present grant contains provisions for a student exchange program between the Philippine Normal College and UCLA. This program was justified because it would provide advanced training in linguistics or allied disciplines for the very best students uncovered in the Philippine Normal College graduate program and because it would provide an opportunity for advanced American graduate students with an interest in Southeast Asia or the Pacific area to add actual experience in the area to their theoretical preparation at UCLA. Furthermore, it would provide an immediate means of augmenting the qualified personnel at the Language Study Center. Under this program, Rosenda de Castro and Inez David (with a third student to be selected this year) were sent to UCLA to work for a Ph.D. in linguistics and Jack Wigfield, Charles Richards, and Sandra Shamis came from UCLA to gain experience in the Philippines and to assist the Language Study Center in various ways.

The program as originally conceived has fulfilled its objective in a satisfactory manner. However, experience has shown that the program as originally conceived has in PNC and UCLA too narrow a field of selection from which to draw qualified students. The Philippine Normal College has found great difficulty in sending truly qualified students from its existing program to UCLA.

Most of the existing college faculty and almost all of the graduate students at the Philippine Normal College have as their baccalaureate degree a degree in education. Few of the college faculty and almost none of the graduate students have an A.B. or a B.S. as their baccalaureate degree. As a consequence, the PNC students who are sent abroad for further training in established fields like psychology, anthropology, sociology, or English are found to have a deficient undergraduate preparation. They must take from a semester to a year's additional work before they can even be admitted into a graduate degree program. Beginning this year, the linguistics program at UCLA also requires an A.B. in linguistics or its equivalent for admission to graduate work, and an increasing number of universities are following this trend. The college, then, must begin to think in terms of a four-year program if it wishes to train students to the doctoral level in any academic field other than education.

All indications are that these difficulties will increase rather than diminish during the next three years. Furthermore, it has become increasingly apparent that the college has more immediate need for people with competence in both linguistics and an allied discipline such as psychology, anthropology, sociology, folklore, or English than it has for specialists in linguistics alone. Under the present arrangements, it will be impossible either to attract people qualified in these allied areas into the graduate program at PNC or to get the students we now have admitted into UCLA or another American university for graduate work in such areas when they have succeeded in the PNC program.

Two possibilities exist. The college can send people whose baccalaureate degree is in education abroad for four years of which the first will be essentially devoted to making up deficiencies, or it can actually attract students who already have an A.B. or a B.S. which would entitle them to admission into an American university for advanced work in that field, and give the students a year of training in education at PNC. Since the latter would be a means of attracting qualified A.B. students to the college and eventually placing some of them in the college faculty, the college has more to gain from the latter plan than from the former. It costs about $8,000 to maintain a student abroad for a year. This amount would serve to attract about ten students who are holders of the A.B. or B.S. degree into the PNC student body if it were applied here for student scholarships.

From all indications, the current interest in African studies in America has made it difficult for the linguistics or second-language teaching programs at UCLA to attract students who are interested in Southeast Asia or the Pacific area. It is also apparent as the program expands that the college has need of American exchange students with more or less special qualifications. Thus the American students may have to be drawn from a broader base than is provided by the linguistics and English-as-a-second-language programs at UCLA. It seems desirable to recruit qualified students from other institutions and from other fields. However, this means that some sort of systematic recruitment program needs to be established. We must visualize the sort of students we want, send out announcements to places where such students might be found, and then arrange to have applicants interviewed and evaluated.

In the renewal grant, then, we wish to continue a student exchange program but to place it upon a broader base. We wish to offer ten scholarships per year to deserving A.B. or B.S. students to train in education at the PNC. From these and the other students we wish to select one student each year to be sent abroad for advanced training in linguistics or allied disciplines. We wish to have two American graduate students here each year. Some funds need to be set aside for recruiting and evaluating these graduate students if they can not be recruited from UCLA.

1.6 Faculty Development

The further training in linguistics, language teaching, and allied fields of PNC faculty members is a continuing project. It has been one of the most successful aspects of the existing grant, and we should look forward to an expansion, particularly of local grants, in the renewal.

During the past two years, eleven members of the PNC faculty have been enabled to take courses at the PNC in lieu of teaching "extra load" without making a financial sacrifice thanks to the local faculty development grants made by the Language Study Center. This has had the effect of acquainting many members of the college faculty with the work and objectives of the Center and with procedures and techniques of linguistic analysis and language teaching. More importantly, it has broken down barriers to communication between faculty members. Whereas it was unheard of before the grant for one member of the PNC to sit in a course taught by another member, there now exists a growing feeling among faculty members that they have something to say to each other through their teaching which is worth hearing and that it is acceptable for one member of the faculty to admit that he can learn from another. It seems desirable to encourage this trend of thinking, and for that purpose an expanded program (18 man years of local grants) is requested.

Provision also should be made, as it has been in the existing grant, to train qualified members of the PNC faculty abroad. Under the existing grant, Edilberto Dagot, a PNC faculty member, has gone to finish his Ph.D. at New York University and Columbia University. He is expected to return with the degree completed some time this year. The college has several other younger faculty members who might be considered for similar training during the next three years.

It seems likely that within the next three years the Language Study Center should be able to absorb two other Filipinos who will return with doctorate degrees from study in the United States. When these scholars have joined the faculty of the Center, there will be no further need for a general consultant such as Dr. Tommy R. Anderson, but until the Center staff has been augmented, and especially during the period when Dr. Sibayan may be abroad on sabbatical (see section 1.10 below), it is essential that Dr. Anderson be retained as general consultant in order to provide sufficient personnel for the expanded list of projects and in order to provide continuity of leadership in the project.

1.7 Expansion of the Library of the PNC Language Center

A strong library in an educational institution such as the PNC hardly needs justification. For our special fields of interest -- namely, linguistics and applied linguistics -- our students and faculty need library materials, most of which cannot be expected to be found in general libraries because of budgetary limitations, on the one hand, and the relatively narrow readership of such materials, on the other.

We are at present acquiring books on general linguistics, philosophy of language, second-language teaching, and other subjects related to linguistics. We are giving priority to the books needed for our present courses and on-going research projects. We still need to build our collections on the following areas: (1) Malayo-Polynesian linguistics, with particular emphasis on Philippine linguistics; (2) Filipiniana; (3) allied disciplines in the social sciences; (4) curriculum development; (5) reading and writing.

To take care of this growing collection and to help the users of the library, a trained librarian who is conversant with various aspects of linguistic study is needed.

Within the next three years the Language Study Center should expect to have a regular faculty which will expand from three to a maximum of six or seven. At the same time, graduate students working on a wide variety of projects must be housed, as must the expanded library. The present home which the existing grant has provided for the Language Study Center will be inadequate to meet the needs of such an expansion. The existing facilities, however, can be expanded without infringing upon precious classroom space by building a mezzanine over the two adjoining classrooms. The upstairs of the mezzanine would become part of the Language Study Center while the lower half would be converted into fully modern classroom space.

1.8 Publications

Hopes for publications under the existing grant have been severely handicapped by lack of personnel. A great deal of publishable material has accumulated, but until recently no one has had time to put it into final shape and see it through the press. Recently, however, the college has hired Benjamin Pascual with funds from the existing grant to serve as editor, and this makes it possible to hope that within the next three years a large number of publications will appear from the Language Study Center.

Within the next three years a number of projects in the present grant and a number of projects in the renewal should result in publications. The Association of Southeast Asian Institutions of Higher Learning has entrusted the PNC Language Study Center with the publication of a research bulletin to cover research being done by member universities. Volume I, No. 1, of this research bulletin has already appeared. Several monographs resulting from theses done at the PNC are contemplated. In addition to the possible publication of linguistic descriptions, the language archives project is expected to lead to publication of a workbook in Philippine Linguistics. Finally, materials prepared under the reading project should be ready for publication before the term of the renewal is up.

1.9 Extension Program

The existing grant contains a small appropriation for an extension program. As originally conceived, this program would give the college faculty an opportunity to see conditions in the school system in general for themselves, would provide a channel by which teachers and principals could bring the problems met in the field to the college for solution, and would improve competence in Philippine education by making the instructional resources in the college more widely available. Our experience with the extension program has convinced us of its value, but we have come to realize that the college does not have personnel to undertake a really ambitious program of instruction away from the college campus. In the renewal, therefore, we request funds to continue an extension program directed primarily toward follow-up of our own students in the field.

This kind of activity has been extremely fruitful under the existing grant. Among the projects which have been undertaken, we may list the following:

1. An action research program on the use of teaching materials carried out by a graduate student and advised by five members of the college faculty done at Puerto Princesa, Palawan.
2. A try-out of programmed instruction in reading carried out under five graduate students and advised by two faculty members done in Batangas, Batangas.
3. A study of how cooperating teachers and PNC interns use teaching guides and whether internship improves the interns' teaching competence carried out by three graduate students and a number of faculty members in Caloocan City and Quezon City.
4. A study to determine whether in-service training changes the teachers' attitudes toward language teaching carried out by a graduate student and a faculty member in Pura, Tarlac.
5. A study of the effectiveness of the observation of classes as an in-service training device carried out by a graduate student and advised by a faculty member in Olongapo, Zambales.

These studies have brought faculty members into the field and put their competencies at the disposal of the field both directly, when the faculty members actually visited the schools and districts involved, and indirectly, as the students involved in doing the research encountered problems and brought these problems for solution to the college.

The chief expense involved in this kind of extension program is local travel. More faculty members need to be involved in such research, especially in remoter areas. Four of the five projects listed above were done quite close to Manila. It would be desirable for the faculty of the college to see areas which are somewhat more remote.

It would also be desirable to be able to offer small research grants to help finance field projects of the sort which we have undertaken so far. This will become specially necessary as such projects are attempted in remoter and poorer districts.

1.10 Faculty Exchange and International Travel

Anyone who has been trained to the doctoral level in any field faces the need of keeping himself posted on current developments. One way in which this is normally done is through attendance at conferences and other meetings of specialists. Another recognized means of achieving this is through a policy of sabbatical leave and faculty exchange.

It is necessary for members of the Language Study Center staff to have constant contact with developments in the rapidly changing fields of linguistics and language teaching, and this can be done best through attendance at conferences and visits to centers where such developments are taking place. Under the existing grant, Dr. Bonifacio P. Sibayan was able to attend three international conferences in linguistics and language teaching; the second TESOL (Teaching English to Speakers of Other Languages) Conference in San Diego, California (1965), the NAFSA (National Association of Foreign Student Advisers) Conference in Phildadelphia (1965) and the Seventh Meeting of the International Conference on Language Problems in Quebec City, Canada (1966). He also visited nine universities offering linguistics and second language teaching programs and visited the University of Kabul to follow up the training in English language teaching given to the first group of Afghanistan educators by the LSC and to observe schools in the Afghanistan school system and make arrangements for further training of Afghanistan educators at PNC. Also under the present grant, Dr. Fe T. Otanes, Prof. Herminia Ancheta, and Dr. Sibayan were able to attend the sixth general conference of the Association of Southeast Asian Institutions of Higher Learning and the Seminar on Goals of Asian Universities in Bangkok, Thailand (1966).

The contacts and knowledge gained in these conferences and visits have been invaluable, not only personally to the delegates who have furthered their scholarship by giving papers, but also to the over-all program of the Language Study Center.

As the Philippine Normal College Language Study Center takes on greater responsibilities in more areas of linguistics and language teaching and expands its staff, it becomes more necessary that members of the staff continue to strengthen these contacts and make new ones. It is for this reason that the request for a bigger amount for international travel is justified in the renewal.

Dr. Bonifacio P. Sibayan joined the college staff in July, 1962, and has been at the college since then with the exception of four brief trips abroad. The time has come, therefore, that he should take a sabbatical leave of absence from the college. He could thus have time to catch up on recent developments in linguistics, to refresh his standards of teaching by working in a different king of environment, and to write. At the same time, UCLA will have urgent need of a temporary addition to its own teaching faculty in 1967-68. Two key members of the department there, Dr. Clifford H. Prator and Dr. Lois McIntosh, will be away during the year, and someone must be found to take their places while they are away. It is requested, therefore, that Dr. Sibayan should take the academic year 1967-68 as a sabbatical year teaching at UCLA.

Dr. Fe T. Otanes joined the PNC Language Study Center in May, 1966. She should therefore be eligible for sabbatical leave at the end of the requested renewal, during the academic year 1970-71.

1.11 Sponsorship of National Conferences

The Language Study Center and the Philippine Normal College can gain several advantages from sponsoring annual national conferences on Philippine linguistics and on language teaching at the college level. The most obvious of these advantages is direct contact with persons and institutions doing significant work in the fields involved. Publications of the proceedings of such conferences can serve to stimulate further research and further project developments. Finally, the Philippine Normal College and the Language Study Center can establish themselves as appropriate focal points to which other institutions with less developed resources and researchers who have projects of real merit which need technical assistance can turn to for guidance.

There is at present an almost total lack of exchange of information, not to say cooperation, among the various government normal colleges in the field of language teaching. The Philippine Normal College, through cooperation between the Language Study Center and the various College departments (English, Pilipino, Spanish, Speech), is rapidly developing a program designed to upgrade language instruction in the College. It is both in a position to give assistance to other normal colleges, and to benefit from a dialogue with these colleges on the development of college language-teaching programs.

It is proposed that the College sponsor a conference participated in by faculty members and administrators directly concerned with language teaching in the various government normal colleges and selected private colleges concerned with training teachers. Such a conference is expected to give the following desired results:

1. It will stimulate interest in the use and development of language-teaching materials which apply or test the theories developed in linguistics and allied fields;

2. It will promote exchange of information on language-teaching methods tried out in these colleges;

3. It will lead to a discussion of problems common to all language teaching on the college level, as well as problems, if any, confined to the students in the individual normal colleges; and

4. It will promote the development of cooperative programs in language teaching, materials development, faculty training, and other aspects of language instruction in the normal colleges.

A number of groups and individuals are now engaged in the study of various aspects of Philippine linguistics. A conference in which these people can meet and exchange information on their investigations will be beneficial in the following ways:

1. Cooperation among the various investigators will be fostered, and unnecessary duplication of efforts will be avoided;
2. Publications resulting from this conference will make more widely available much information on Philippine linguistics which might otherwise be known only to smaller groups of individuals.

In sponsoring the national conferences the Language Study Center will have to meet certain kinds of expenditures. It may be necessary to provide transportation, and board and lodging for out-of-town delegates, pay the customary fees and expenses for outside consultants, and provide funds for publishing the proceedings.

2. (DETAILED BUDGET)